

NATIONAL ENDOWMENT FOR THE HUMANITIES

CONSULTATIVE GROUP
NEH-STATE COUNCILS PARTNERSHIP

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2:45 p.m.

Henley Park Hotel
Eton Suite
926 Massachusetts Avenue, N.W.
Washington, D.C.

Diversified Reporting Services, Inc.
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WASHINGTON, D.C. 20006
(202) 296-2929

PRESENT:

Sondra Myers
Sheldon Hackney
Robert Cheatham
Donald Gibson
Kenneth L. Gladish
John Hammer
James Herbert
Arnita A. Jones
Anita May
Thomas H. Roberts
Marsha Semmel
Carole Watson
Patricia Williams
William Wilson
Ann Young
Elizabeth Young
Jamil Zainaldin

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MS. MYERS: Thank you, everyone, for being here.

And we can thank the weather for making it possible for us to be here, although we did -- I think the good weather made us lose one of our friends. Everett Fly won't be here at all. Others are on their way. Bob Young is going to be late.

MR. HACKNEY: Explain that. Does that mean Everett's gone fishing?

MS. MYERS: It means Everett is a landscape architect and the weather is very important to his work, and I understand that he had some trees to plant. But I haven't heard that officially yet.

But in any case, I think you all know the gentleman to my left, our chairman, and you know about his talk at the federation meeting and the commitment he made to advancing the partnership between the NEH and the state councils.

But I think there may be some in the room that he doesn't know, so I'd like for us to introduce ourselves now, before I turn it over to Sheldon for some remarks. Liz?

MS. ELIZABETH YOUNG: Thank you, Sondra. I'm Elizabeth Young. I'm a Virginian and at one time served on the Virginia Council and was chairman for two years.

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1 MR. WILSON: Bill Wilson, former chair of the
2 Vermont Council.

3 MS. WATSON: Carole Watson, director of the
4 Division of State Programs.

5 MR. HERBERT: I'm Jim Herbert. I'm director of the
6 Division of Education.

7 MR. ZAINALDIN: I'm Jamil Zainaldin. I'm with the
8 Federation of State Humanities Councils.

9 MR. GIBSON: Don Gibson of NEH.

10 MS. SEMMEL: Marsha Semmel, director of Public
11 Programs.

12 MS. MAY: I'm Anita May. I'm executive director of
13 the Oklahoma Foundation for the Humanities.

14 MR. CHEATHAM: Robert Cheatham, director of the
15 Tennessee Humanities Council and chair of the Federation of
16 State Humanities Councils.

17 MS. MYERS: And our court reporter, Barbara Smith.

18 MS. JONES: Arnita Jones, director of the
19 Organization of American Historians.

20 MR. HAMMER: I'm John Hammer, director of the
21 National Humanities Alliance.

22 MR. GLADISH: I'm Ken Gladish, formerly the

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1 director of the Indiana Humanities Council, just recently the
2 new director of the Indianapolis Foundation -- a community
3 foundation -- and a member of the Federation Board.

4 MS. MYERS: Thank you. Now Sheldon?

5 MR. HACKNEY: And I'm Sheldon Hackney, chairman of
6 the NEH, and having a great time. I have -- I don't really
7 want to say much. I want to listen mostly. But I am
8 delighted that this meeting has finally come to pass because
9 I think it has important work to do for the partnership that
10 is going to flourish between the State Humanities Councils,
11 the Federation and the NEH.

12 I have been doing a lot of traveling lately. I've
13 been in Ken's footsteps. Just as he moved out of his
14 position, I was there in Indianapolis just very recently.

15 MR. GLADISH: Not for an audit.

16 MR. HACKNEY: Oh, no. In fact, enjoying the advice
17 that his successor, who had been there three days, I think,
18 when I got there, with some help, undoubtedly, from you and
19 your staff, had pulled together an interesting group to help
20 me think about the national conversation about what it means
21 to be an American, about American pluralism, which I have
22 been doing a lot of.

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1 And I have been trading on the hospitality of Anita
2 May and Robert Cheatham, sitting there together. I've been
3 in both of their back yards and have enjoyed that very much.

4 In fact, I had been doing a lot of traveling, as
5 Jamil knows, doing pilot discussions on American pluralism
6 with groups of people brought together usually by someone
7 that's active in the State Humanities Council as the director
8 of the state program, and talking with groups of people
9 active in public programming in the humanities, in one way or
10 another.

11 That has been enormously useful to me, in various
12 ways. One is we've not yet completely done the planning for
13 the conversation, the initiative. We're still working on
14 that and hope to get more help from you on that later, not
15 only today but later in the spring.

16 But it has given me a renewed sense or maybe a
17 richer sense of the activity that is already out in the
18 field, in the humanities, mainly stimulated and sponsored by
19 the State Humanities Council. And I come back feeling very
20 good about it, that, the humanities, and even about America.
21 The people one meets in heartland America, wherever that is,
22 on the East Coast or the West Coast or somewhere in

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1 between -- Oklahoma, even, or Kansas, for goodness sake.

2 MR. HAMMER: They have a sign in Kansas.

3 MR. HACKNEY: They do, yes. But it does make you
4 feel good. Lots of people of goodwill with great good sense.
5 And I think a willingness to pitch into the conversation.

6 What I hope that this group can do this weekend is
7 to think carefully about the relationships between the NEH
8 and the various arms of the state humanities -- the councils
9 and the Federation. And as Sondra's original letter points
10 out, there's a paragraph in that letter that sort of lists
11 all the nitty-gritty problems. All of those really ought to
12 come up on the table and be talked about in one way or
13 another.

14 And in fact, I think every, if we do nothing else
15 this weekend, if we can get every irritant or every aspect of
16 this relationship up on the table so that we can sniff at it
17 and poke it a bit and see what it looks like, that would be
18 good.

19 The importance of the relationship between the NEH
20 and the State Humanities Council is really hard to
21 overemphasize. My highest priority is to increase of the
22 NEH; that is, to increase the numbers of Americans who have

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1 the advantage of participating in humanities programs, who
2 have the humanities enrich their lives in new ways.

3 There are lots of different ways to do that, but I
4 don't think we can do it at all if we don't have a very
5 active and imaginative and creative partnership with the
6 State Humanities Councils.

7 So that's the task of the week, just to try to
8 figure out how to do that. I'm not discouraged at all about
9 this. In fact, I'm feeling very up and optimistic because I
10 don't see any problems that we can't solve in one way or
11 another, or at least compromise in one way or another, so
12 that we can go forward together.

13 There's a great deal of strength that is in the
14 maturing State Humanities Councils, as I'm learning it, and
15 let's go do it.

16 MS. MYERS: Well, thank you. The chairman will be
17 able to be with us for a little while this afternoon, and so
18 I would suggest that this is a time to query him, if you
19 would like, or make comments to him, because this is our
20 chance to do that. And I think that that would be as good a
21 way to start off as any.

22 Anyone like to start on that now, or make a

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1 comment? Yes, Jamil.

2 MR. ZAINALDIN: Later on in the agenda, we'll be
3 talking about the national conversation. I think it comes up
4 at the end of tomorrow. And I wonder if maybe you have
5 anything that you can tell us to help us prepare for our
6 discussion as a group about ways that we can work together in
7 that or -- what do you want us to think about between now and
8 when we start talking about it?

9 MR. HACKNEY: Let me be minimal here, because I
10 would love to have your ideas. The conversation is going to
11 take only about 1 percent of NEH funds, but it's still
12 probably the most visible new thing that the NEW is doing.
13 So I think it's incredibly important and I'm spending a lot
14 of my time -- maybe half my time is spent on that, which is
15 disproportionate, if you will.

16 It is not the most important thing NEH does. We do
17 wonderful other programs that need to continue. But the
18 conversation is going to be important because it seems to be
19 capturing a lot of attention from the national media. --
20 Things like the MacNeil Lehrer Report series on values is
21 stimulated by the NEH conversation.

22 As I have poked around a little bit, I am

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1 increasingly aware of what Jamil told me at the outset of
2 this, that there's already a lot going on in the country,
3 most of it stimulated or sponsored by State Humanities
4 Councils, that could be seen as the conversation. That is,
5 there are programs that take up the question of what it means
6 to be an American and the problems and opportunities of
7 American pluralism.

8 What I would like to do is to make sure that those
9 programs are spread and stimulated and multiplied a bit. We
10 have been talking about how the NEH might help. We don't
11 have enormous amounts of money, so any monetary transfer to
12 the State Humanities Councils is going to be somewhat minimal
13 and modest, but maybe above insult and worth doing anyway.
14 And we have been talking about where that money should come
15 from, and that's still not totally resolved yet.

16 Whatever you want to say about that is, you know,
17 worth saying this weekend. Or whatever you think the NEH can
18 do to help State Humanities Councils be more active in the
19 area of programming, in the area of American pluralism.

20 We are working on the guidelines for the Endowment-
21 wide initiative now. There is a draft version of those in
22 existence. Your advice about that would be most welcome.

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1 We're also working on guidelines for the grants
2 program, which will be similar to the initiative. Your help
3 there also would be most welcome.

4 The film -- the RFP has already gone out.

5 MS. MYERS: The applications are coming in.

6 MR. HACKNEY: It's too late, if you haven't
7 applied.

8 MS. MYERS: If anyone wants to be excused, however,
9 you still have to do a proposal.

10 MR. HACKNEY: But the grants program and the
11 initiative, and whatever other ideas you can give us for
12 pursuing this idea and bringing as many Americans as possible
13 into the conversation, we're very interested.

14 MS. SEMMEL: I just wanted to add that we're also
15 very -- we're also exploring the most effective ways to
16 document those conversations that take place, and maybe some
17 ideas about that could come out by the end of the day
18 tomorrow, because we don't want to lose -- we want to capture
19 the kinds of activities that take place.

20 MR. ZAINALDIN: And document them in all kinds of
21 ways.

22 MS. SEMMEL: Mm-hmm, in the broadest sense of the

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1 term.

2 MS. MYERS: But just to pick up for a moment on
3 what Sheldon has said about the conversation, you in the
4 states know very well that you have been successful in
5 bringing people to the humanities table or hall or whatever,
6 where others have failed. So it is -- you know, your advice
7 in this area, when we get to that on the agenda, or
8 throughout the two days, will be very valuable to us.

9 MR. HACKNEY: The thing that we have in the back of
10 my mind that isn't at all resolved really kicks in about a
11 year from now, so we've been vague about this. But after
12 this program has been running for a while, after there have
13 been a couple of thousand or so meetings, discussions around
14 the country, after the documentary, the film has been shown
15 and we do things around it and we repackage that in various
16 ways for further use, what do we do then? How do we make
17 this program, this subject ripple behind that? How do we
18 give it a life that's beyond the initial meetings?

19 And secondly, how can we report back to the
20 American people on what has been said and what has been
21 heard? That's a more difficult task. And I would think
22 maybe the summer of '95, fall of '95, we should be ready to

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1 say something about how the conversation has gone and what
2 points of view have been expressed.

3 MR. CHEATHAM: Have you given any consideration to
4 how you're going to -- or how we're going to --

5 MR. HACKNEY: I like that.

6 MR. CHEATHAM: -- recognize those places in our
7 society where the conversation is going on not under our
8 auspices? For example, the latest NCAA final two between
9 Duke and Arkansas brought a lot of these issues to a head in
10 the world of sports, and it was very sophisticated. As soon
11 as I saw the opening of the finals, I thought of your
12 conversation and I thought this is what's going on right
13 here.

14 I don't know whether you all know about that. I
15 don't know that I need to explain it.

16 MR. HACKNEY: Say some more.

17 MR. CHEATHAM: Well, Duke, as we all know, is the
18 white coach. Arkansas has a black coach. When sportscasters
19 speak of the Arkansas team, they continuously speak of the
20 athleticism of the players, their speed. When they speak of
21 the Duke team they speak of their discipline, their
22 intelligence.

1 And the Arkansas coach was angry about this and
2 made some statements about this. The sportscasters came back
3 and said, "Oh, no, no, no, no." But, of course, the Arkansas
4 coach was right, and this is on all the sports pages, this
5 was going on.

6 This is the national conversation, and there needs
7 to be some way that we can infuse that. In this case, I
8 thought they handled in a fair way, and it came out very
9 well.

10 MR. HACKNEY: Both the coaches did?

11 MR. CHEATHAM: Both the coaches and the NCAA all
12 caught it in time and handled it fairly well. But that
13 doesn't always happen.

14 MR. HACKNEY: That would be a wonderful opening
15 gambit for a discussion. It leads into a discussion of
16 stereotyping.

17 MS. MYERS: Anita?

18 MS. MAY: What I worry about, and after watching in
19 Oklahoma when we had our conversation there, several of the
20 people that participated in it also told me that they worried
21 about it, is that you generate, while you do the
22 conversations, so much emotion, and this is a humanities

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1 program. There's not a psychologist present who can help the
2 people with their emotions.

3 How do we handle this? Do we try to keep it -- I
4 mean, it seems to me it is a humanities program and has to be
5 based in the humanities, but what do you do with all that
6 emotion that's just hanging out there? And you must have
7 felt it in the room when after we were done.

8 You know, how do you handle that? What are we
9 going to do with that?

10 MR. HACKNEY: Let me say a bit more about that. I
11 think that's a very important point, in various ways. I
12 think the emotion is there in the subject, and it would be a
13 mistake not to let it come to the surface. In fact, the best
14 strategy would be to arrange things so that the emotional
15 attitudes do get brought to the surface, so that you can then
16 talk about them.

17 That means that you've got to meet more often than
18 we did in Oklahoma City. Some strong things were said there
19 and you could feel the emotion rising.

20 MS. MAY: By the time you were done, it was
21 palpable.

22 MR. HACKNEY: Right. So I think what we're

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1 thinking of is in writing the guidelines so that there is
2 either a preference or a requirement, one, for a
3 heterogeneous group. There's really very little sense in
4 talking if you've got all of one kind. Heterogeneous group
5 that meets over enough time to allow a sense of trust to
6 develop, so that the emotions get brought out and the
7 experiences discussed.

8 All the pilot discussions that have been done so
9 far, within about two hours, the emotions are there, about
10 ready to come out. If we could meet again, or three or four
11 more times, that group would get pretty comfortable with
12 itself and those things could be dealt with, I think, fairly
13 well.

14 If you don't get those up on the table, you're not
15 really getting to the guts of the conversation.

16 The other thing I think I've learned in these is
17 that a text is necessary. We didn't have one in Oklahoma
18 City, did we?

19 MS. MYERS: No.

20 MR. HACKNEY: And it would have helped. And by a
21 text, I don't necessarily mean a print. It could be a
22 performance. It could be an object. It could be a video. It

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1 could be a film. But you need something to provide
2 information and a little discipline to the discussion, a
3 subject, if you will, because it needs to be a humanities
4 program.

5 We're not doing community-building. We're not
6 doing conflict resolution. We're trying to bring the
7 insights of the humanities to the subject. So you do need a
8 text.

9 We're putting, among other things we're doing,
10 we're putting together -- I swear we will -- a kit of
11 information that we will obviously give to every successful
12 grantee, everyone who gets the grant from us to do this, but
13 also we'll just give it to anybody who wants it. And that,
14 as we envision it now, that kit would be a set of questions
15 which is being developed by this group of scholars.

16 But we may add to it or subtract from it, but there
17 is a set of very sophisticated questions or domains of
18 inquiry, if you will, bibliography, a rather lengthy
19 bibliography.

20 I think, if we can do this, some texts themselves,
21 that is, some brief texts like the Declaration of
22 Independence, the Gettysburg Address, Frederick Douglas --

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1 what was that famous --

2 MR. GIBSON: The Fourth of July.

3 MR. HACKNEY: The Fourth of July speech, Martin
4 Luther King's "I have a dream" speech. One can imagine
5 there's an essay by William James called "On a certain
6 blindness," which is right on this topic. There are a lot of
7 -- and your help here would be good, too. A lot of sheaf, if
8 you will, of short texts, any one of which or any set of
9 which might be used to discipline the discussion.

10 MR. GLADISH: Like a Bill Bennett thing, huh?
11 We're going to sell the shortened version of his text, which
12 is being prepared by his campaign committee.

13 (Laughter.)

14 MR. GLADISH: And Safire's book on Speech
15 Dissenting. Just kidding.

16 (Laughter.)

17 MS. MYERS: Not everything is taken seriously.

18 MR. HACKNEY: But where Anita, I think, is right is
19 your help in thinking of, sort of identifying texts,
20 bibliography. I think the bibliography I think we have in
21 hand, though we don't turn down any suggestions.

22 Ideas about the guidelines, you know, how do we --

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1 what do we say in the guidelines that will guide people to
2 run a program that is productive? What about facilitator?
3 Should we be training facilitator? I've asked several of
4 your colleagues out in the field who think that there are a
5 lot of skilled facilitator around and most directors of
6 humanities councils know who they are. Is that right or not
7 right?

8 MS. MAY: Well, there are, yeah. Some of them are
9 so -- the reason that I sighed a little when I say that, some
10 of those are so psychologically-oriented and process-oriented
11 that my board members have resisted having them participate,
12 like in long-range planning sessions or anything like that.

13 But I do think that there are, like for instance,
14 with the "Let's Talk About It" reading and discussions
15 programs, we've trained a lot of discussion leaders in a more
16 academic process of leading a discussion. They might be more
17 useful than some of the other people I can think about who
18 really do facilitate meetings, but sound like pop
19 psychologists to me most of the time.

20 MR. HACKNEY: This is a peculiar topic. Somebody
21 who doesn't know anything about it can't do it. You need a
22 scholar or someone.

1 MS. MAY: You really do need a scholar, I think.

2 MS. MYERS: A scholar who teaches, and teaches
3 well.

4 MS. MAY: The other thing I was thinking about, in
5 terms of texts, film? Is anybody giving --

6 MR. GIBSON: Yes, very much so.

7 MS. MAY: -- any thought to a kind of filmography?

8 MR. GIBSON: Yes, definitely. And any suggestions
9 on that would be extraordinarily helpful because we've only
10 seen a limited number of films, and there may be a lot the
11 states have done of a shorter variety that could be good
12 trigger films for discussion.

13 MS. MAY: Also I know at least one professor of
14 film at the University of Oklahoma whom I was thinking, when
15 was reading something, that it might be good to get her
16 working on, or people like her working on possible
17 suggestions of commercial films that would --

18 MS. MYERS: That's what I was thinking of, a piece
19 of a commercial film.

20 MR. GLADISH: Just as the humanities in general
21 exists before and independent of the Endowment, I think, as
22 Robert suggested in his initial comments, this conversation

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1 exists in a variety of ways. And all of us around the table
2 are aware that there are some regional and also some national
3 organizations who are devoted almost exclusively to the
4 question of the conversation at a fairly high level.

5 Sheldon, I know you've had some substantial contact
6 in recent months with David Mathews and his colleagues at the
7 Kettering Foundation. We have programs at Options, the
8 Options program at Brown, where the Connecticut Humanities
9 Council, the Indiana Council are working together. We have
10 the "Let's Talk About It" programs. We have the Aspen
11 Institute.

12 There's a whole catalogue of projects and programs
13 that are engaged in doing this, many of whom have very
14 explicit kinds of instructions and experience with precisely
15 the kind of moderation required for these kinds of
16 activities.

17 There, in fact, is a document that exists -- I
18 don't think it's had very wide distribution -- that was
19 completed by some research associates working for the
20 California Humanities Council, with a grant from the Lilly
21 Endowment while the California Council is working on its plan
22 for a Center for the Common Good.

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1 This research document goes through a catalogue of
2 all these institutions, both in the states and in Europe,
3 principally in Western Europe, and identifies talented and
4 capable programs, all of which have a little different focus,
5 feel or texture, which I think would be useful and
6 instruction.

7 And I think that you've already had a conversation
8 about the prospect of convening these convener groups. I
9 believe that would be an extremely useful thing for the
10 Endowment to do, using its bully pulpit and capacity, and to
11 connect it to the work that's already going on in the state
12 councils and at the Endowment itself.

13 And, as you already know from your contact with
14 David Mathews at Kettering, I think that there would be some
15 significant interest in that.

16 There are also independent institutions like the
17 Johnson Foundation in Racine, Wisconsin, which are almost
18 totally devoted to this. The conversations that occur at the
19 National Humanity Center. A lot of this practice is out
20 there, so we need not invent methodologies or even materials
21 necessarily, to focus and prepare groups of citizens to
22 participate.

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1 In some cases you have readymade groups of
2 citizens, in the case of the National Issues Forum or some of
3 the foreign policy discussion groups. Now, the slant or the
4 character of those might be a little different from that
5 which the Endowment wishes to achieve with its own resources,
6 but certainly we could learn together. And to my knowledge,
7 these groups have never been brought together to talk about
8 their connections and interrelationships.

9 And certainly state councils could play a major and
10 significant role in that kind of connection, as could the
11 Endowment. And I believe you could find some private
12 resources to do that, as well, which would not feed into the
13 money you've assigned it from your own budget.

14 MR. HACKNEY: It would be highly desirable. Does
15 the Johnson Foundation -- is it possible to get them to do a
16 conference?

17 MR. GLADISH: Yes. But you have to raise the
18 money.

19 MS. MYERS: Yes, but they contribute some of it.

20 MR. GLADISH: You have to get your people to
21 Racine, if they like --

22 MS. MYERS: They can give you in-kind.

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1 MR. GLADISH: And hotel. When we did a conference
2 under Jamil's leadership which brought together the ACLS and
3 the state councils to talk about similar issues five or six
4 years ago, and the Johnson Foundation paid for everything but
5 our transportation to Milwaukee.

6 MR. ZAINALDIN: They will put it into a partnership
7 with another foundation, in that case the Pew Memorial Trust,
8 to get people there.

9 MS. MYERS: But as I recall, with Johnson, they
10 won't have you there if they don't give you the money. I
11 mean, they have to be so committed to the subject of the
12 conference that I think that you can't just rent the hall.
13 They have to guy into what you're doing. Our subject would
14 definitely be something they'd buy into, but also only about
15 30 or people can be there.

16 MR. GLADISH: Well, I wasn't proposing a specific
17 conference necessarily. What I was suggesting is that
18 there's a lot of best practice out there, and there's no
19 reason why we shouldn't -- the agency shouldn't have a
20 compendium of those practices and outlets for what might
21 follow the Endowment's own activities, because one could
22 imagine groups of citizens going to these other independent

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1 groups along with, or independent of the Endowment and the
2 state councils.

3 MR. HACKNEY: This is not a copyrighted discussion.
4 It can have as many people in it as possible.

5 Did we answer your question about how to recognize
6 people who are already doing this?

7 MR. CHEATHAM: No, I mean, that's something I'd
8 really like to come back to. I mean, I think the way the
9 conversation has been articulated to this point is very
10 abstract, and most of the people that we reach in Tennessee
11 are not going to come to a discussion that's announced in
12 advance is going to be very abstract, particularly if they're
13 seeing nothing to come out of it.

14 If you say we're going to have an abstract
15 discussion with this particular objective, you know, they
16 might come because they're interested in that objective. But
17 as far as being interested in abstract discussion, that's
18 something we are very interested in, but I'm not sure
19 everybody is or even should be.

20 Somehow, the conversation has to see those places.
21 Again, I'll turn -- you know, if something were set up so
22 that the people who are interested in promoting these

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1 conversations and this kind of rationale discourse see an
2 event, say the NCAA finals, where this is coming up to a
3 point where it needs to be talked about, I think centered on
4 that specific topic, you get loads of people who'll come in
5 and talk about the final four, and talk about it in these
6 terms. And they're not the usual kind of people that sit
7 around and talk about pluralism, either.

8 There are things like that that occur in schools
9 and in communities. You read the headlines today. You know,
10 there's this particular event that has occurred in school.
11 You need to have that conversation about it at the time.
12 Somehow it's got to be tied with something concrete and
13 specific.

14 MR. HACKNEY: I really agree, but more problematic,
15 I think, is the notion that it has to have an end product.

16 MR. CHEATHAM: I think that's true, too, but you
17 know, I think there are ways -- the project we're doing in
18 Tennessee right now that we introduced you to does have an
19 end product, and it's all about this very thing, but it has
20 an end product.

21 There are certain end products that you can have
22 that are compatible with humanities. This is retelling the

1 story of Tennessee's history.

2 MR. HACKNEY: Which is a super project.

3 MS. MAY: One of the things that -- I would have
4 agreed with you until I tried to get people there that
5 evening. I found the strangest thing, because I was a little
6 cynical, quite frankly, about it, all of what you said.
7 Martha called me, said "Do this," and I said, "Oh, no one
8 will come. Who will come?"

9 And so I started calling people and I called a
10 couple of scholars who said yes. I had a couple of the
11 scholars call people that they knew, and we all found the
12 same thing, that the people that we asked were so excited
13 about the opportunity and really recognized a need, that I
14 was just astonished.

15 I talked to one man who was a printer, runs a print
16 shop. He sent his wife ultimately because he was busy. But
17 she was very good.

18 MR. HACKNEY: Was she the manicurist?

19 MS. MAY: No, the black woman. Her husband and she
20 run a print shop. I mean, they print flyers and brochures
21 and that sort of thing, and I talked to him for a little
22 while and he was so excited. He said, "What a wonderful

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1 idea. Boy, does this need to be done. We need to have this
2 conversation." And he started going on and on about it.

3 And the friend of mine who called a Vietnamese
4 woman, who didn't speak the whole time, she was so excited
5 about the opportunity to be there and thought this
6 conversation needs to be held.

7 That was the thing I heard from all of these
8 strange people who had all these different backgrounds, and
9 it was just a vague thing: "Come and talk about American
10 pluralism," and they were all turned on. Not so much the
11 scholars but what I like to call the real people.

12 MR. GLADISH: But Anita, you invited them, right?

13 MS. MAY: Well, yes, I did.

14 MR. GLADISH: Did that have something to do with
15 the character of the response and their willingness to
16 participate?

17 MS. MAY: It may have, although I didn't invite all
18 of them. Some of the scholars invited the others.

19 MR. CHEATHAM: But they were personally called and
20 personally invited.

21 MS. MAY: They were personally called and
22 personally invited. Well, it might be an interesting way to

1 do it. I mean, we don't usually do a humanities program that
2 way. But they weren't telling me, "I am pleased that you
3 invited me." They were saying that they thought this was, I
4 thought, what we'd done is touched a nerve, that there's a
5 lot of people who think, I mean, that's a universe of 20
6 people that I called, but still, I thought it was interesting
7 because they were called at random.

8 And I tried deliberately not to get spokespersons
9 for ethnic groups. I was avoiding spokespersons for ethnic
10 groups. So I think it was an interesting sociological
11 experiment, that I was hearing, "This needs to be done" from
12 so many quarters.

13 MR. WILSON: Two thoughts. One is it seems to me
14 the idea of conversation has virtue in its own right. The
15 other is the extent to which that dovetails with a priority
16 of reaching an audience not yet touched.

17 And those may be intention at times or this may be
18 the right vehicle, if, in fact, there are new people that are
19 touched.

20 It seems to me that the kind of special
21 contribution that state council can make is that sense of the
22 specific, in terms of defining the specifics that serve that

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1 broader conversation, which may be a different conversation
2 in Tennessee or Oklahoma or Vermont. It still may deal with
3 the same abstract issue, but its concrete shape at the outset
4 may be the important thing in drawing people in that
5 otherwise would find it too abstract.

6 MS. MYERS: You know, you mentioned how excited
7 people were, and the ones that we had in-house, the comment I
8 heard most frequently, after, I guess, about six that we had
9 internally with staff, across all lines of work, was that it
10 was too short, and that that was sometimes when it had gone
11 over a half hour or an hour longer than it was supposed to.

12 And I think that the need to think about these
13 programs is not singular but as organizing them so that there
14 are more than one, because if it really gets going, they
15 won't want to stop, and I think the idea of creating the
16 habit of this kind of conversation, where it doesn't exist,
17 on civic issues, on issues of this sort, of would be a great
18 contribution of the Endowment.

19 MS. ELIZABETH YOUNG: Sondra, that reminds me, I
20 think Robert's point is an awfully good one about needing to
21 reach people where the subject naturally comes up, or in
22 forums where people will be present who might not ordinarily

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1 respond. And as one thinks about what those might be, other
2 than sporting events, which are irregular, at best,
3 interestingly enough, one of those forums may be PTA
4 meetings.

5 It would be very interesting to do a pilot, either
6 in several states or intensively in one, where, through the
7 state councils and the Federation itself, we offer to
8 facilitate those discussions. It has several benefits. The
9 group is there. You have people who are interested. It can
10 go on, with or without our participation, presumably, and it
11 may even have the added benefit of increasing the value of
12 those meetings, which sometimes, unfortunately or of
13 necessity, deteriorate into how much lunches are going to
14 cost or whether they're still free.

15 At least it gets us over the hurdle of how do we
16 get people in the door and in a forum where there is already
17 a form of dialogue, of interested people. So I think
18 Robert's point is a good one.

19 MR. HACKNEY: The question could be, what should
20 schools teach about how to be a good citizen.

21 MS. ELIZABETH YOUNG: Absolutely. There are
22 different ways to frame that, yes. And you know, ideally, if

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1 we could tie it in in states where some of the state councils
2 has, as Virginia and others, has intensively been involved in
3 teacher workshops in the summer and training, so we have a
4 cadre of people who have encountered some of these issues, or
5 at least are familiar with the Endowment, it would be all the
6 better, I think.

7 MR. HAMMER: Sheldon, I think that would also --
8 it's a very good idea. One thing I have heard repeatedly
9 from different people on the Hill is "Where's the multiplier
10 effect? Where is this going?" And that's the kind of thing
11 that could really give you an answer.

12 MR. HACKNEY: The Hill is the furthest thing from
13 my thoughts.

14 (Laughter.)

15 MS. MYERS: Jamil?

16 MR. ZAINALDIN: Is the touchstone, then, for you in
17 a way the idea of citizenship, the concept of citizenship?
18 Is it essentially a civic --

19 MR. HACKNEY: Well, I think honestly, it probably
20 is. The notion, you keep asking yourself, "Why is this
21 important?" And the abstract statement is that here we are
22 living in this great land together; what do we have to share

1 in the way of values in order to be successful as a society?

2 But that really means, what do we owe each other as
3 citizens?

4 MR. ZAINALDIN: And does that also come up in the
5 community context?

6 MR. HACKNEY: I think it could. It comes up in all
7 kinds of -- the reason I responded there is that that's a
8 school issue basically. School -- now we're trying to stay
9 away from school and curricular questions. That's where the
10 fires have been. That's where the sparks have been in this
11 question. But I was thinking that maybe they're easy to
12 dismiss as, "Oh, that's just education. Here are board
13 educators all talking about their thing, talking about the
14 canon and what is in the curriculum."

15 But those are hot issues, and especially the notion
16 of whether schools should teach values or not, and
17 citizenship is a value, basically. You could get even more
18 controversial versions of this. Well, what about a condom
19 program in the schools? That's get some conversations.

20 But that is a version of the question of what are
21 public values and what should the schools be teaching? Those
22 values? So I think it is a civic question.

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1 MR. WILSON: I sense, I'm just kind of thinking of
2 an expanding universe of questions. To go back to a point
3 you made about certain domains, if this is to be a national
4 conversation, it seems to me that there need to be some
5 common threads that may be played out differently in
6 different areas. But having some domains, and let a smaller
7 geographic area decide the specifics of that conversation,
8 but around some fundamental ideas.

9 So ideally, in some sense, wherever the
10 conversation is held, some of the basic principles that need
11 to be discussed have been discussed. So somehow it could be
12 drawn together in some way. Otherwise, it's, in a sense, a
13 series of conversations that don't talk about the broader
14 question of being an American, if that's the cases, in a
15 broader civic sense.

16 I'd start with the specifics but --

17 MR. HACKNEY: I see what you're saying, that
18 everyone should be encouraged to get, wherever they start the
19 conversation, they need to get, at some point, to the
20 question of what does it mean to be an American?

21 MR. WILSON: Yeah, that's the end point.

22 MR. HACKNEY: Boy, the local context is

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1 controlling. It really does change everything. In Oklahoma
2 City there was an American Indian woman. She happened to be
3 quite insistent in her point of view, but that was true in
4 Kansas, in the discussion there, as well.

5 Well, those discussions were just very different
6 from discussions that occurred in other parts of the country
7 where there were no American Indians present. And it's not
8 just because it's another ethnic group. It's because
9 Americans Indians have -- that's the one group you can think
10 of whose rights as a group are guaranteed in our basic law,
11 in treaties. Nobody else has that.

12 Well, they have a completely different relationship
13 to the polity, so it makes for a different conversation. But
14 every local context is different.

15 We did have one. In your meeting, there was a very
16 charming woman.

17 MR. CHEATHAM: You keep saying it's not conflict
18 resolution and community-building. I know what you mean, but
19 I wonder if people out there will know what that means. I
20 mean, I think we are talking in some sense about community-
21 building and conflict resolution, and it may be that we see
22 that there are certain patterns from other kinds of academic

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1 disciplines that we would be accepting as our own if we
2 labeled it as such, but I think this is what we're doing.
3 And I think we can't sort of say that's not what we're doing.

4 MR. HACKNEY: I want to have it both ways, but
5 you're right. In a sense, the humanities are inherently
6 community-building.

7 MR. CHEATHAM: Conflict resolution.

8 MR. GIBSON: I think you can have it both ways. I
9 think when we start talking about it's not conflict
10 resolution, it's not community-building, we're talking about
11 that should not be the primary purpose of it, and I think
12 we're talking more to the programmers who are going to be
13 doing it.

14 The humanities must be in it.

15 MR. CHEATHAM: I understand that.a

16 MR. GIBSON: And, in a sense, I think if the fall-
17 out of all of this is community-building, terrific.

18 MR. CHEATHAM: Or conflict resolution.

19 MS.MAY: You want the humanities to frame the
20 discussions?

21 MR. GIBSON: Yes.

22 MR. ZAINALDIN: That may be an important point to

1 note because, I mean, you can send a signal when you say
2 "This is not about community-building or conflict
3 resolution." Somebody might be thinking about all the kinds
4 of projects that they're working before, they see, as an
5 outcome, learning to live together, which would not be
6 eligible for this because that's the wrong --

7 PARTICIPANTS: Yeah.

8 MS. MYERS: And like Liz's example of PTAs and
9 groups like that that we want to reach.

10 MR. CHEATHAM: And also back to the Hill. I mean,
11 you might have to sell it as community-building and conflict
12 resolution, even though you do not use the standards
13 methodologies that are tied to those.

14 MR. HAMMER: That was the point I was trying to
15 make. They say, "Well, that's all very well but we are short
16 of money."

17 MR. CHEATHAM: That's right. There has to be
18 another purpose.

19 MR. WILSON: This takes us back to, reading the
20 history, when it used to be Councils on Humanities and Public
21 Issues, and people used to ask us whether our annual
22 conference was humanities this year or is it public issues.

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1 MR. HERBERT: It strikes me that the kind of mutual
2 understanding that the humanities go at is a certain
3 particular kind of human exchange. And it's true that that,
4 at its best, that kind of understanding will create conflict
5 resolution. It will also create mutual understanding and
6 community.

7 There are many other ways of getting conflict
8 resolution and community-building, some of which we use in
9 basketball, and so on.

10 And so it's not that we're not doing conflict
11 resolution; we're not doing community-building. It's that
12 we're doing it in the way that the humanities, an
13 intellectual, penetrating --

14 MR. CHEATHAM: I understand --

15 MR. HERBERT: -- say, don't you think?

16 MR. CHEATHAM: I understand that, but I'm just
17 saying when you start rejecting those notions, the people
18 outside there are not going to understand what you're saying.

19 MR. HERBERT: I guess I'm trying to say, "And
20 here's how humanists go at this."

21 MS. MYERS: And then I think that the conversation,
22 and this kind of conversation about ideas is an element that

1 we've been sorely missing, but is, in fact, necessary somehow
2 in a democratic society, to have these conversations, which
3 you can pin them down to words that make people feel
4 uncomfortable, or unpin them from words that are comfortable.

5 So it is somehow critical, and whether it starts
6 with an issue like the basketball issue, which is a good one,
7 or a what's being taught in -- you know, should we be reading
8 Huck Finn in school, somehow or other it is a kind of -- it's
9 been very lacking in an increasingly polarized society, and
10 if we can wedge it in.

11 MR. GLADISH: Could we link this issue back a
12 moment here to the relationship between the Endowment and the
13 state programs? In particular, I'm talking in a more general
14 sense of the character of the conversation, Sheldon, that you
15 have conceived, and as other people have responded to, and I
16 just wonder whether, before you have to leave, whenever that
17 is this afternoon --

18 MR. HACKNEY: It depends on your question.

19 (Laughter.)

20 MR. GLADISH: -- kind of link it in to the council.

21 I mean, one of the things that seems obvious is,
22 and I, for one, really appreciated this brief history. I

1 think it's a very valuable contribution. I don't know who
2 wrote it but I applaud it and I intend to use it in other
3 places and other ways. I think it's a good piece to have.
4 Obviously, there's a lot more to the story, but it's a great
5 beginning piece.

6 And one of the things that makes clear is that in
7 the Endowment's own thinking and in the Congress's thinking
8 and in the Council's thinking is a kind of special role for
9 the state councils. It would seem that this is one area,
10 this national conversation, which kind of defines the value
11 of the state councils to a particular initiative of the
12 Endowment, because I can't imagine any of the other continual
13 partners of the Endowment being able to do this any better
14 than state councils.

15 MR. HACKNEY: You're right.

16 MR. GLADISH: But then it also raises a corollary
17 question, which is always raised when you're dealing with
18 small institutions, and that's the question of resources and
19 the capacity to sustain the effort over time, which has been
20 suggested is one of the concerns of the Endowment.

21 And I know that there was a meeting here not long
22 ago that engaged the division with some consultants and

1 executive directors from the state councils, and I just
2 wonder whether there's something that can be shared from that
3 consultation about the specific nature of that relationship
4 that might inform our further conversation today, this
5 afternoon and tomorrow.

6 MS. WATSON: The implementation meeting, I think.

7 MS. MYERS: That involved some state council
8 people, as well as people from the museum and public program
9 world, we would say, people who had particular expertise at
10 public programming, whether through state councils or others.

11 So it was a broader discussion, and you know, we
12 found there are many outlets and opportunities and ideas
13 about reaching people who are not the usual round-up of
14 suspects. But I think that all of those will hopefully
15 dovetail in this greater effort to reach more people.

16 MR. GLADISH: Well, for instance, was there a
17 discussion of the Endowment, using the good offices of the
18 chairman and its capacities, to multiply the financial
19 resources the Endowment was committing, by engaging outside
20 supporters in such an enterprise? If the Endowment's putting

21 --

22 MR. HACKNEY: I didn't sit all the way through that

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1 meeting.

2 MR. GLADISH: The Endowment's putting \$1 million
3 into the --

4 MR. HACKNEY: How can we help raise money?

5 MR. GLADISH: That's right. Are there other
6 national foundations or corporations or other enterprises
7 that could be engaged in that conversation? Because the
8 councils, at least in my narrow experience in a small
9 Midwestern state, have already a great deal to do and are
10 already reasonably stretched in terms of their financial
11 capacity to accommodate new initiatives, and yet wish very
12 much to be engaged, I think quite across the board, in such
13 an initiative, which is at the heart of a lot of what they're
14 already doing.

15 So the question that this is a kind of case of what
16 the nature of the relationship is and ought to be between the
17 Endowment and its Council and chairman, the division, and the
18 state councils themselves. No disagreement among them about
19 the need for such an enterprise, but some serious questions
20 about who takes the lead and where the resources come for
21 this.

22 And it might illuminate some of the other questions

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1 we're taking a look at today.

2 MS. MYERS: Ken, can we ask you how you think
3 community foundations collectively might look upon -- I
4 didn't want to put you on the spot.

5 (Laughter.)

6 MR. GLADISH: I can tel you how one would look upon
7 it. There is -- I think, in general, the Endowment has not
8 used its good offices to any degree that it ought to with
9 private philanthropy in the country.

10 MR. HAMMER: In the states?

11 MR. GLADISH: In the states or nationally. And the
12 only way in which this has occurred in terms of the public
13 side is a little bit with the Reader's Digest teacher
14 program, a little bit with the Jefferson lecture funding from
15 outside, a little bit with some other activities of that
16 character.

17 And the state councils don't necessarily have
18 access to the large national funders, for instance, in the
19 way that the Endowment does.

20 MR. HAMMER: But you know with very specific
21 programs that they support, in the research division, there's
22 a lot of help given to grantees for research, but I haven't

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1 heard of it happening in this state program.

2 MS. WATSON: Well, Mellon Foundation with the
3 library program is one in which there was significant
4 funding. During Bicentennial there was assistance for the
5 programs with the high school students.

6 MR. GLADISH: Project 87.

7 MR. HAMMER: But Ken's point is correct that for
8 the individual state councils, that hasn't been --

9 MR. HACKNEY: Right. The most straightforward
10 version of what Ken is suggesting is that the NEH might go to
11 Lilly, for instance, sell them on the magnificence of this
12 idea and get them to put up \$1 million.

13 MR. GLADISH: To match what the Endowment is doing,
14 and consequently double, or whatever, the available resources
15 to the state councils, across the board.

16 MS. MAY: I was going to say something like that
17 earlier because I do think that the Endowment could go on
18 behalf of all the states, and I think it's a significant, a
19 really significant adventure. And one of the foundations
20 would, in listening to, you know, Oklahoma alone, would
21 think, "Oh, well, you know," but you can go on behalf of the
22 entire country.

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1 MR. GLADISH: For instance, what if you said we
2 want to make available \$100,000 to each state council in the
3 country, \$5.6 million.

4 MR. GIBSON: Great idea.

5 MS. MYERS: It's an announcement.

6 MR. GLADISH: The Endowment has \$1 million that
7 it's putting in, you know, for whatever purposes, and why not
8 go to Mellon and Rockefeller and Kellogg and MacArthur and
9 Irvine and Lilly and the others to come forth? That can
10 happen if you use the standing of the office and the agency,
11 and you haven't gone so many times to that well that it would
12 be a limitation.

13 Museums probably have much broader experience in
14 major funding of this kind than some of the rest of us around
15 the table, and have had some significant successes in this
16 regard.

17 But I think the success of the project depends in
18 some measure on the financial resources available if the
19 councils are to be key participants. And frankly, within the
20 available resources, you're going to get a very modest
21 capable return. And the councils that are very frugal
22 managers of their own resources are going to do as much as

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1 they possibly can within whatever resources are available,
2 but that's going to be very limited.

3 I speak from my prejudicial experience. I don't
4 know, Jamil, whether you think that that's true.

5 MS. MAY: No, it is true.

6 MS. JONES: Does the experience of the President's
7 Committee on the Arts and Humanities have anything to help us
8 on this? I mean, I have the sense, having been involved with
9 a project that had been sort of taken under the wing of the
10 President's Committee, that as amounted to not much.

11 But is there anything to be learned from the
12 experience, is really my question.

13 MR. HAMMER: They have, in some cases, been very
14 helpful in brokering funds.

15 MS. MYERS: I think the response so far to the
16 November 10 speech, the talk that Sheldon gave at the Press
17 Club, has elicited so much interest. And even as I've
18 visited foundations, people want to know about it. They're
19 excited about it. They feel it's on-track. This is just
20 courtesy calls and discussion, you know, informal discussions
21 we've had.

22 I think that, you know, in this case, it may be

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1 that the third party, you know, might not be necessary. Of
2 course, right now they're in the process of trying to get a
3 committee in place, so you know, it may be behind. But
4 certainly, help would be very welcome.

5 MR. HACKNEY: I think we might have better luck
6 more quickly if we go to a major national foundation directly
7 right away.

8 MR. GLADISH: The current chairman certainly has a
9 lot of experience doing that.

10 MR. HACKNEY: But some of my sources have dried up.

11 MS. WILLIAMS: Our experience in the museum
12 community, with our Excellence and Equity Report, which was
13 distributed to the entire foundation community, was that even
14 though we didn't develop -- we developed a modest partnership
15 with a couple of foundations, about seven others have
16 launched their own initiative around that document, and
17 particularly in those foundations who are now looking to fund
18 in a regional way -- Northwest, MacArthur, Bush, and, of
19 course, Wallace, has picked up a very large piece of it.

20 So it's very effective to have some statement and
21 then some support that goes out to those communities because
22 they really are looking to have maximum impact with their

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1 dollars. It's probably fairly easy to do it.

2 MS. MAY: One of the things I was also thinking
3 when I heard about the money from the Endowment is that if it
4 were just more money -- you know, it's only \$10,000 -- if it
5 were \$10,000 for Oklahoma City, \$10,000 for Tulsa, \$10,000
6 for Lawton, then I could go to the Oklahoma City Community
7 Foundation and say, "I have \$10,000 from the National
8 Endowment for the Humanities. Don't you think it would be
9 important in Oklahoma City to have this conversation go on
10 here?" Yes, maybe, I don't know.

11 Then there's a group of funding sources that funds
12 only in Lawton. "We'll only fund if the program is in
13 Lawton." We have lots of those little foundations that will
14 only fund in that little town, and I can't get the money to
15 go all over the state.

16 But if I go with \$2,000, they'll say, "Huh?"

17 MR. HACKNEY: Could you use the same dollars over
18 and over?

19 MS. MAY: I've thought about doing that, actually.
20 You read my mind.

21 MR. ZAINALDIN: This is kind of a reverse thing,
22 but just quickly, I think that's a wonderful idea that Pat

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1 has put on the table, and leadership from the chairman would
2 be wonderful.

3 As you do this and as you work with national
4 foundations, keeping in mind it would be useful to check in
5 with regional humanities councils, either the state
6 humanities councils or councils in the region, because they
7 often will have a relationship with that foundation that you
8 want to help them protect so that the money that's designated
9 for this is not taken from, but that it's added to in some
10 way.

11 In fact, that can even help strengthen the
12 relationship between the council and that foundation, but
13 that kind of initial check with the council would be really
14 helpful for both, I think.

15 MS. WILLIAMS: Do it together.

16 MR. ZAINALDIN: Do it together, or in groups.

17 MR. HACKNEY: We're probably going to somehow do
18 this together.

19 MS. MYERS: Together, that's a wonderful note on
20 which to bid you farewell.

21 MR. HACKNEY: I'm going to slip out and go corrupt
22 the youth in Baltimore.

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1 MS. MYERS: This is on tape.

2 (Laughter.)

3 MS. MYERS: We want to thank you for spending this
4 time with us. It's a very auspicious beginning.

5 MR. HACKNEY: Thank you all for coming, and good
6 luck for your discussions.

7 (A brief recess was taken.)

8 MS. MYERS: Well, the moment has come. We can't
9 avoid it any longer. We did have a mission, a mission that
10 our chairman has talked about -- advancing the partnership
11 between us, getting out on the table all of the things that
12 we want to get out on the table, understanding that we can't
13 complete or perfect this relationship and partnership in two
14 days, but that we can and we will hope to advance it by being
15 open and discussing everything that we want to discuss.

16 We have an agenda before us. We're scheduled to
17 finish this portion at 5:30 and even though we've started
18 late on this, I think that the discussions, beginning with
19 Dr. Hackney's remarks and our discussion, have really led us
20 into our partnership.

21 But let's turn to the agenda, and review briefly
22 the mission of the NEH. Who would like to start us off on

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1 that?

2 MS. JONES: Sondra, could I ask a question before
3 we begin that?

4 MS. MYERS: Oh, yes.

5 MS. JONES: Because I think that getting concerns
6 out on the table is always a good thing, and I understand
7 from the chair that we have a mandate to have a candid and
8 frank discussion, but I'm a little curious as to where we
9 ought to be ending up at the end of tomorrow.

10 I mean, we have an agenda which is a list of
11 topics, but it's not one that moves to any sort of
12 culminating point. And maybe your agenda is simply just to
13 hear discussion. Do you want recommendations? Is this going
14 to be one meeting? Will there be ever any more meetings of
15 this group?

16 Do you know what I'm saying? I'm just a little
17 curious as to where it's going.

18 MS. MYERS: I think that is open-end and yes, we do
19 want advice and if those pieces of advice are called
20 recommendations, that's fine. It's just that what we are not
21 foreseeing or have planned for is a report, a definitive
22 report from this group. We have not decided that there will

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1 be -- that this will be the one meeting which will now set
2 the tone and the agenda for the partnership of the future.

3 We have -- what shall I say? -- dared not to do
4 that in the hope that we will make progress but that we will
5 not come at the end of something. Perhaps one of my
6 colleagues can expand on that. Don?

7 MR. GIBSON: Perhaps we could look at it in a
8 little bit larger context and a little bit of a different
9 sense. Nothing is on the agenda, but what NEH has started
10 doing in the last year is agency-wide strategic planning
11 process in which we're going back and trying to look at the
12 sort of very roots of our being, and why do we exist, and how
13 well do we do our work, and how can we serve our customers
14 better, to use some of the jargon that's become common.

15 We're reinventing. We're downsizing. We're doing
16 all of those things, but we're very serious about really
17 looking at the goals that animate the agency, starting with
18 the authorizing legislation, and those goals have been picked
19 up over the last 28 years or so. But also we're looking at
20 how we do our work, how are we reaching people or getting
21 people to participate? And obviously there will be lots of
22 meetings inside the agency.

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1 This is one part of a kind of a meeting outside the
2 agency, involving other people in which we look at how well
3 we do our work and how well we can work with state councils
4 and how that is part of the overall mission of NEH, even
5 though it's a unique aspect of our relationship with a
6 constituency. That is, if state councils are a customer,
7 whatever word you want to go in there.

8 So, in a sense, we see this as, in one sense, a
9 data collection, if you will, and I don't mean that in any
10 denigrating terminology on that, but of getting from you lots
11 of thoughts about how we all can do our work better.

12 Probably the more major focus of this kind of
13 meeting is one of our highest priorities and one of the
14 highest priorities that Sheldon Hackney has stated in
15 repeated hearings and meetings and gatherings is that
16 significantly expanding the number of people who participate
17 in the humanities is our highest goal and it's his highest
18 goal.

19 I would hope that we can get ideas coming out of
20 this meeting on that topic, as well. How can we do that? I
21 think we all agree that NEH and state councils have been
22 remarkably successful in many ways, but it's still a small

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1 minority of Americans who actually participate in the
2 humanities.

3 We can cite that last year, 288 million Americans
4 watched an NEH-supported PBS show, but that's really -- we
5 want to do better than that. 288 million is sort of a figure
6 that sounds impressive until you think about.

7 And if that gives you some more context of what we
8 want out of this meeting.

9 MS. MAY: How many Americans are there?

10 MR. GIBSON: About that many. You may have
11 noticed. So that's about 89 people watching it hundreds of
12 times.

13 (Laughter.)

14 MR. CHEATHAM: One person watched 288 million
15 hours?

16 MR. GIBSON: That's it. The Civil War reached --
17 what was the figure on that? 46, 42.7, something million
18 people, but it was like 12 million for each episode. And
19 they watched it again.

20 MS. MAY: One of the things that is a perennial
21 problem when I listen to you talk is that people don't know
22 that they engage in the humanities and the National Cultural

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1 Alliance uncovered that when they did that survey.

2 MR. GIBSON: Oh, yes, the survey is very
3 interesting.

4 MS. MAY: They had to tell people what they might
5 have done, which would have been the humanities. The
6 humanities is a word that, as far as I can tell, has been in
7 the dictionary for a long time but it's a word that came into
8 the usage that we use it as in 1965, and people aren't
9 acquainted with -- so many people aren't acquainted with it
10 even yet.

11 MR. GIBSON: And it's your fault.

12 MS. MAY: I know. I take it personally. But what
13 I'm trying to say is so what is our goal? Are we going to
14 try to make a note if they've been involved in the humanities
15 or just involve them in the humanities? Do you care? When I
16 listened to you talk, I was wondering about that, because
17 they'll be there, you know, in a variety of different ways.

18 Like you say, how many people watched the Civil
19 War? Probably a lot. They probably didn't even think about
20 the word humanities when they watched it. And your credit
21 lasts what -- 30 seconds, if you're lucky?

22 MR. GIBSON: If we're lucky. We're fighting on

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1 Baseball right now to get to 20 seconds.

2 MS. MAY: And they're never going to know when they
3 watch that Baseball thing that they've --

4 MR. GIBSON: Oh, yes they are.

5 MR. CHEATHAM: I'm hoping we can focus this a
6 little bit better. I mean, if the goal of this meeting is to
7 have more people reached by the humanities, or whatever kind
8 of phrase we want to use, then we're going to miss out the
9 genuine purpose, as I understood it, and that is to develop a
10 partnership between the councils and the Endowment that is
11 truly beneficial to both groups.

12 And I hope the result of that improved partnership
13 will be more people reached by the humanities, but I wouldn't
14 want to spend a lot of time discussing the ins and outs of
15 how to reach more people.

16 MS. MYERS: But I think, as a context, it's
17 important to -- we want the partnership, we want to improve
18 the partnership because we want to --

19 MR. CHEATHAM: I think that's important to
20 understand.

21 MS. MYERS: I understand what you're saying,
22 though, that we shouldn't, at this point, talk about how we

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1 can reach more people, but how we can improve the
2 partnership.

3 MS. ELIZABETH YOUNG: Just another thought
4 following on that. I think that there are many ways we could
5 make the day and a half or two days useful, and you've listed
6 a lot of them. It may be -- it's appealing to put on the
7 table all the things that all of us at one time or another
8 have been involved in, where something did work or didn't
9 work, and develop a laundry list.

10 My strong sense is that with the talent that is
11 here, fortunately, maybe we can look at that later if we want
12 to do that, and there may be some issues we really should
13 chew on, but set all that aside and try to do a kind of a
14 blue-sky and say, "What would be the idea relationship?
15 Let's forget whether we want to criticize a given instance,
16 the way something is being done now or not."

17 Inevitably, we may have to refer back to that, but
18 focus, as the end product, if you will, getting back to
19 Anita's question, on what would be if not the ideal, several
20 ideas or potentially an idea relationship. And then we may,
21 in reflection, recognize that we don't have all the pieces in
22 place to do that yet, but if we at least reach consensus on

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1 that, subsequent conversations that you have, that the
2 division has, can focus on that.

3 If we all agree that we should be doing X together
4 and we say, "But, you know, X isn't possible today because we
5 don't have enough staff, enough money, this, that, a
6 regulation's in our way, we can get back to that."

7 I think there's an awful lot of goodwill right now.
8 The chairman's remarks, not only today but in his short
9 tenure, have made us all feel that way, and that's a breath
10 of fresh air, and I think the fact that, as several people
11 have said, that we're having this meeting.

12 And I also agree with what Robert said. I think if
13 we take that approach, how can we strengthen the partnership,
14 then the strategies for reaching more people will come.

15 I say part of this, and many of you I have not had
16 the pleasure of knowing or working with -- a few I have --
17 because my own background was for many years in public
18 broadcasting. And we went through many of these same kinds
19 of dialogues when the Corporation for Public Broadcasting was
20 formed and PBS and NPR and the National Association of Public
21 Television Stations, and it took a long time to sort those
22 roles out.

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1 I would never sit here and say the relationship is
2 in perfect balance, but I think it's gotten better over the
3 years, and I think this kind of dialogue -- you know, the
4 station managers were like the council directors; the boards
5 were like the boards. There's a certain similarity. It's
6 come a long way to make public broadcasting the success it
7 is, and I think we can engage in the same kind of dialogue.

8 So that would just be my offering for what we do
9 over the next day and a half.

10 MR. GIBSON: If I could jump in, I agree with all
11 those comments. I don't think there's any contradiction we
12 have on the table here. And my comments were to sort of set
13 the context for why? And we need to improve the partnership
14 and focus on it directly.

15 MS. MYERS: Now, Liz has proposed something
16 interesting as a way to start that, which is somewhat
17 different from this, but we should talk about it. Bill?

18 MR. WILLIAMS: Well, part of it goes back to
19 reading the initial comments. It strikes me that one of the
20 words that I'm always puzzled by, because it's used so many
21 ways, is "partnership."

22 And so, you know, from my perspective, it would be

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1 helpful to know what's meant by that. If the councils are
2 partners with the NEH, are other affiliated institutions
3 partners, as well? Are state councils special partners?
4 What does it mean to be a partner in terms of -- that
5 suggests a certain equality, to me, and I guess it would be
6 helpful to have a discussion around what the word
7 "partnership" means because it seems to me if we assume
8 partnership and go forward, we may not all have the same idea
9 what a partnership is.

10 MS. MYERS: Well, I'd like to turn to my colleagues
11 to help, but I'd like to say first that partnerships are
12 various, as we know. I mean, there are all kinds of
13 partnerships, even if we think of them in the business world.
14 And there are, you know, two-way streets and one-way streets
15 and there are streets where the one lane is -- you know,
16 there are two lanes on one side and there's one on the other.

17 There are many kinds of partnerships, so I don't
18 know if -- I think a significant relationship that bears
19 fruit, I mean, that's the broadest kind of language on it.
20 But I would turn to -- Carole, do you have a thought on this?

21 MS. WATSON: Well, as I listen, I hear us
22 struggling for a way to begin really. And clearly the first

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1 items on the agenda, in my mind, seem to go to the question
2 of purpose. I'm at the table and Marsha Semmel's at this Jim
3 Herbert is at this table, but other heads of divisions at NEH
4 are not at this table.

5 And there's a reason for that, and that has to go
6 to the question of purpose. What is the purpose of my
7 division? What is the purpose of Marsha's division and Jim
8 Herbert's division? And I think that clearly the work of the
9 NEH has been divided according to a certain number of
10 divisions, and each one sees itself as having a clear
11 mission, and that those missions fit in with overall NEH
12 mission.

13 I certainly think that the Division of State
14 Programs' mission is a clear expression of the NEH's
15 understanding of responsibility to the legislation for
16 outreach to public audiences. That's not what all state
17 councils do, but it's certainly been a part of their
18 heritage.

19 The other aspect of their heritage has been to
20 engage Americans in the discussion of public issues, within
21 the framework of the humanities.

22 But it's clear the state humanities councils do

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1 many, many things, and that they see an obligation to address
2 the mission within the context of their state, the population
3 of the state.

4 So I don't see -- I see us struggling for a place
5 to begin. I begin things best by looking at fundamentals,
6 and so I'm listening, but whatever I hear, I'm always going
7 back, in my own thinking, to why am I here? Why is this
8 money being spent?

9 I can approach all of these questions in any number
10 of ways, but that's how I best do it. I don't know what that
11 contributes, but that's what's going on in my mind at this
12 point.

13 MS. MYERS: Yes, Marsha?

14 MS. SEMMEL: I certainly think that the state
15 councils enjoy a special partnership relationship with the
16 Endowment, but obviously there are many, many other partners
17 that we have at the national level and that you have on the
18 state councils. I mean, the institutions that present the
19 public humanities, museums, public television stations,
20 obviously they're our partners, too -- colleges, universities
21 and scholars.

22 So I think that there are many, many layers of and

1 dimensions of the partnership. One of the things that I
2 really would like to talk about is what are our special
3 strengths, our respective special strengths? And again, that
4 gets to the question of how we reach Americans and fulfill as
5 mission, as Carole pointed out.

6 And it seems to me that that's what a lot of
7 organizations are doing now. They're recognizing that their
8 resources are limited, that they may not be growing
9 substantially in the future, and so they're really looking
10 sincerely and carefully to see what each of us, what each
11 part of an organization, can do best and how we can work
12 together to fulfill our mission.

13 So one of the issues that I'd really like to see
14 addressed is what can the state councils do best? What can
15 some of the other public institutions in the humanities do
16 best? What can be done best from the national platform?
17 What can be done best at a local level? And how can we work
18 together to create -- someone said earlier -- the multiplier
19 effect? How can we work together to maximize the impact of
20 what we do in America?

21 MS. MYERS: I wonder, Jim, would you like to say
22 something of the Division of Education, since Carole and

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1 Marsha have?

2 MR. HERBERT: Well, I was thinking that --

3 MS. MYERS: And then Robert. Go ahead.

4 MR. HERBERT: I have a fairly clear understanding
5 of my responsibility and the responsibility of the division,
6 and that is that in the end, we've taken on -- have accepted
7 responsibility for the quality of humanities education in
8 American schools and universities. That's not all Americans,
9 but that's quite a few.

10 And I know how many that is and how many
11 institutions and so on and so forth. It's a reasonable thing
12 to take on.

13 It's also fairly daunting. At the moment, and one
14 in which questions of strategy and partnership are probably
15 the most important and have been no more important in the
16 nation's history than they have been in the last 10 years,
17 and I think they're getting increasingly important.

18 The current administration, as you all probably are
19 aware, is committed to a federal-state partnership, in very
20 tangible terms, in the area of the schools -- elementary and
21 secondary education. And this -- the full dimensions of this
22 intention have not yet gripped the states. But when they do,

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1 there will be a major need for organizations such as the
2 State Humanities Council, to be active in this national
3 federal-state partnership for reform of elementary and
4 secondary education.

5 There are, I think, very great dangers, as well as
6 great promises in this strategy, and someone is going to have
7 to be the honest advocate of the quality of humanities
8 learning in this system, or the dangers are going to be, I
9 think, much more prominent than the opportunities.

10 So, in short, that's the job, and we could use a
11 few partners.

12 MS. MYERS: Robert.

13 MR. CHEATHAM: Yeah, I want to get back to maybe
14 the basics, and something Marsha said made me think about it.

15 You know, the divisions aren't in the legislation.
16 The only entities in the legislation are the NEH and the
17 State Humanities Council. The legislation doesn't contain
18 the Division of Education, the Division of Public, Division
19 of State.

20 We are partners with other people -- museums, et
21 cetera -- but if we're talking about the National Endowment
22 for the Humanities and the legislation establishing us, if we

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1 really get down to the basics, we've got a national office
2 and we've got 55 state offices. That's the basis.

3 So how you divide it up, forgetting the divisions,
4 how do you do the job best? You've got \$178 million to
5 spend. These are the entities that exist in the legislation.
6 How do you do it?

7 MS. MYERS: Well, you're talking about the
8 legislation, but you're not talking really about the
9 Endowment because the Endowment has missions that go beyond
10 the state councils obviously.

11 MR. CHEATHAM: Absolutely. I'm not saying -- I'm
12 saying you have a purpose in the legislation. You have
13 entities established by the legislation -- the NEH and the
14 state councils. That's the basics. That's where you start.

15 But we're starting with the divisions already
16 established, but that's not in the legislation. You could
17 end that tomorrow.

18 MS. MYERS: Yes.

19 MR. WILSON: The chairman's comments, one of the
20 written documents, suggested three functions -- creation of
21 new knowledge, translation in curricula and participation of
22 citizens in enrichment. It seems to me historically, the

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1 state councils have been central in that third area, although
2 it seems to me that there are those occasions when they have
3 done the others, although they've been encouraged to focus on
4 that.

5 And part of the question is, is there virtue in
6 playing to the strength? Is there virtue in rethinking those
7 other functions in any sense? And maybe that's part of the
8 discussion.

9 MR. GIBSON: Precisely. I'd love to hear a
10 discussion of that.

11 MS. MAY: But one of the things I was thinking
12 about is I'm always really practical and that is I was trying
13 to bring this to my mind: What is it that we do best and
14 what is it that you do best?

15 I thought it would be an interesting exchange, as a
16 potential discussion, for -- I can sit here and say what I
17 think that state humanities councils do best, but I would
18 be -- it would be interesting to me to hear James and Marsha
19 tell us what they think, from another division of the
20 Endowment, that state humanities councils do best. I don't
21 want to hear from Carole because her view might be like my
22 view.

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1 And then I would like those of us who are connected
2 with state humanities councils to actually say what we think
3 the Endowment does best, as a way to get the discussion
4 going.

5 MS. MYERS: And I'd like to hear what people from
6 the several state councils here think that that person's
7 council does best.

8 MS. MAY: Well, I would like to get to that
9 afterwards, but I sort of thought maybe we could do it across
10 first, and that way we'll start with a fresh -- because I
11 think it's interesting to see yourself from outside.

12 I mean, I know my story so well, I can say it in my
13 sleep, but I don't know the way --

14 MR. ZAINALDIN: But those stories are important.
15 Those stories -- it's grounded in where you live and what
16 your board does, and that's not a story that people outside
17 of Oklahoma will hear.

18 MS. MAY: I'm saying I think we should get to that,
19 but I'd like to hear --

20 MS. MYERS: That's right, we should get that on the
21 table, too. Let's start with Marsha.

22 MS. SEMMEL: I see the state councils at both ends

1 of what we do. I see you often developing really exciting,
2 wonderful projects, often dealing with important things
3 within your communities. I see you setting up networks
4 within your states. I think of, you know, the library
5 network, say, in Connecticut, and your work with libraries,
6 for example.

7 So setting up networks, really knowing your
8 constituents and knowing how big issues can play in
9 particular places, and starting things that we then can often
10 take and try to use your work as a model, we then can take
11 and we can try to give it a national platform and some more
12 national exposure. Sometimes your work has led us to even
13 create a whole new program, such as our libraries program and
14 the reading and discussion groups.

15 And so we then can replicate it, fund projects on
16 an even larger level, and give it some national exposure.

17 So on one end, I see you working with your
18 communities in very effective ways, with your local scholars,
19 and again, often giving a particular topic a local spin.

20 Then I also see, and it's very exciting when I do,
21 that when a national exhibition, say, is created, I see over
22 and over again the state council creating a series of

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1 wraparound programs that, when a national exhibition that's
2 organized, say, in New York comes to Chicago or goes to St.
3 Louis or goes to Tulsa --

4 MR. GIBSON: Or Lawton. We were just talking about
5 that. It doesn't get to Tulsa or Nashville.

6 MS. SEMMEL: Kansas City maybe. Anyway, when that
7 happens, what I see that so often happens at the state level
8 is that there's a whole series of special programs that you
9 all create and put on and fund that extends the reach of the
10 project, often again gives it some sort of local spin and
11 local appeal and makes it even more special to the people in
12 your communities.

13 One of my big frustrations is that I think I don't
14 know that either of us do a good enough job at sending out
15 the word of what we do, communicating what we do and sharing
16 the resources of what we create. Because I know what we
17 create, we create publications, we create educational
18 programs and materials, and we don't always feel that they're
19 disseminated as effectively as I think they can be.

20 Those are just some of the things off the top of my
21 head, some of the ways that I see the state councils. And I
22 think it would be terrible if we only -- if the relationship

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1 was too fixed or too static. I think one of the most
2 beautiful things about it, even if it exists in some sort of
3 flawed way now, is its flexibility, is the fact that it
4 allows for movement, for some overlap, for creativity at both
5 ends.

6 And hopefully one of the things, again, that I'd
7 like to see out of this is that we can use your creativity in
8 a way, in our program, that just can't happen at an
9 individual state level, and that again, you can keep creating
10 things on your own. And we can create programs that then you
11 can take and use in your own communities.

12 So I see a kind of nice reciprocity.

13 MR. CHEATHAM: If we removed NEH, how would you see
14 us? If NEH didn't exist, just ignore NEH, how do you see us?

15 MS. SEMMEL: How do I see you? Individual state-
16 based humanities?

17 MR. CHEATHAM: What are our strengths?

18 MS. SEMMEL: Wouldn't your strengths be on the
19 local level, creating programs that have local appeal with
20 your own local communities? I don't know how, then, you
21 would build on that in a national way.

22 MR. GLADISH: Marsha, do you conceive of the state

1 councils as different than, say, the constituents principally
2 of the applicants to your division?

3 MS. SEMMEL: I think the state councils, and I
4 don't know all the state councils by any means, my sense of
5 the state councils is that they are as different and unique
6 and have as many different kinds of personae and
7 characteristics as the other state public humanities
8 institutions.

9 So I think in some states, they function as kind of
10 full-service banks for the humanities and do an awful lot in
11 their states. I think in some states they work on par with
12 other humanities institutions. In some states they literally
13 run, say, the museum service organization for the state. In
14 some states, they have nothing to do with museums or certain
15 kinds of humanities institutions.

16 MR. GLADISH: But they are different in this sense,
17 are they not, in that they have a prior claim on a certain
18 significant percentage of the agency's resources that is not
19 a claim of any other entity that has a relationship to the
20 Endowment, if I understand those other entities correctly.

21 So one of the interesting questions is -- that is,
22 the prior claim is that they, from the legislation, get a

1 certain percentage of the assets a priori. There's nobody
2 else who is so favored, is there? But that also raises some
3 questions about whether they have an existence independent of
4 the agency.

5 MS. SEMMEL: Pardon?

6 MR. GLADISH: It raises the question of whether the
7 state councils have an existence independent of the federal
8 agency. In the absence of the agency and its resources,
9 would there be a network of state humanities councils?

10 MS. MAY: Well, that's an interesting question
11 because we asked ourselves that question back in 1980. I
12 remember that. What would we do? You know, because there
13 was a threat that that support would be cut at least in half,
14 or maybe not exist.

15 And then I read in the history about in the
16 original formation, there was an interest in a network. And
17 I'm wondering if without the Endowment, we would not become
18 really introverted into that state, or if we would keep the
19 federation. It would depend on how -- you know, if we kept
20 the federation, we might keep a network, but if we didn't
21 have money, we might not be able to pay our dues, and so we
22 would --

1 (Simultaneous conversation.)

2 MS. MAY: Or we might become completely volunteer
3 organizations with, you know, just a little bit of money.

4 MR. GLADISH: I think the point I wanted to make
5 was that the constituents that Marsha is dealing with
6 probably, not all, but there's probably not a large group of
7 constituents, like there are with us, that in the absence of
8 NEH support, would probably not be in existence. That's one
9 difference.

10 MS. MYERS: That's right.

11 MR. GLADISH: We're a creature of the Endowment in
12 the early historical period. There is some independence now
13 and some external funding and standing and autonomy, as was
14 hoped for and expected. But I think one of the key issues in
15 the relationship that differs between the relationship with
16 your other grantees is a kind of different dependence, maybe
17 in both ways, because we're dependent upon to do the work of
18 the agency, as mandated by the Congress, and we depend on the
19 agency's resources to do our work.

20 It is a unique relationship between this agency as
21 compared to any other of the entities that the agency has
22 relationships with, is it not?

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1 MR. GIBSON: It is. And also, there is no other
2 funding relationship in the federal government that even
3 comes close to this.

4 MS. ELIZABETH YOUNG: Well, I think public
5 broadcasting does.

6 MR. GIBSON: How?

7 MS. ELIZABETH YOUNG: Well, the Corporation for
8 Public Broadcasting receives the federal monies, which its
9 only mission is to channel either to the stations or, in some
10 cases, to projects.

11 MR. GIBSON: Yes, that's valid.

12 MS. ELIZABETH YOUNG: And there it's a very
13 interesting question because public stations did exist before
14 there was a corporation. They called for it. They and
15 others called for it, and it now exists, and it has some
16 other constituencies, but, as I said before, a partnership
17 has been forged which is probably as good as it's ever been.
18 But they have somewhat separate identities.

19 Certainly the individual stations and state
20 networks have an identity separate from, but nobody would
21 argue that you want to take away either the money or the role
22 that CPB plays, I think. And the two have served to enhance

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1 each other. I mean, the state of public broadcasting today
2 is infinitely better than it was 20 years ago.

3 So I see a real parallel there.

4 MR. GIBSON: There is. I accept that.

5 MR. GLADISH: So in this sense, it's not your
6 traditional grantee-grantor relationship, that the Endowment
7 has with most of its relationships.

8 MR. GIBSON: True.

9 MS. MYERS: And it's not, you know, in the sense
10 of partnership, too, the NEH would exist if the state
11 councils didn't exist, but the state councils probably
12 wouldn't exist if the Endowment didn't, many of them.

13 MR. WILSON: Well, it seems to me we have had a
14 period of -- and part of this is an evolution to a certain
15 independence with identification as nonprofits, and the
16 effort to raise funds individually.

17 It would be interesting to me to know what
18 percentage of the income flow to state councils is NEH
19 monies. I'd guess it's a rather high percentage. And I'm
20 sure it varies, but it seems to me that's part of the
21 interdependence that's there, and that's why, in pausing to
22 reflect, I was having trouble dealing with the whole concept

1 of partnership. Certainly a great interdependence, but it's
2 not exactly symmetrical, it seems to me.

3 MR. GLADISH: That figure must be available.

4 MS. MYERS: Do we have that figure? This is the
5 late Tom Roberts. And by the way, Patricia Williams has not
6 been formally introduced and probably knows almost everyone,
7 but maybe not so many. Pat is the deputy director at the
8 American Association of Museums and Tom is the --

9 MR. GLADISH: The dearly departed --

10 MS. MYERS: The dearly departed Rhode Island
11 director.

12 MR. GIBSON: And we've been joined by Ann Young.

13 MS. MYERS: Oh, and Ann. I'm sorry.

14 MS. ANN YOUNG: I'm sorry to be late. I was on the
15 Hill trying to get us taken out of the Kerrey-Brown package.

16 MS. MYERS: Ann is our congressional liaison.

17 Bill, to continue, this is important, yeah, this
18 lack of symmetry.

19 MR. HAMMER: What I wanted to say in connection
20 with that is that I don't know the specifics of this, but
21 it's my impression, in general, that the long period of
22 relatively flat funding has slowly eroded, in varying

1 degrees, the state councils' ability to make regrants, and
2 that more and more of this federal money has been involved in
3 simply continuing to have the state councils.

4 So that you have a peculiar situation, since almost
5 no private foundations -- this isn't a strict rule, but
6 generally, private foundations don't want to give money to
7 regrant. They want to give money for projects. So that you
8 find the state councils are pushed more and more into being
9 like operating foundations, rather than what Congress had
10 originally intended, which has some impact on this
11 discussion.

12 MS. JONES: Someone mentioned a moment ago that the
13 figure of what portion of the state councils' funding comes
14 from NEH and from other sources. If we don't have that on
15 the table, it seems to me we should and could easily have it.
16 I mean, doesn't that information exist in the agency?

17 MR. CHEATHAM: No.

18 MR. VORE: What we track is how much the state
19 councils certify from privates, so we have that, and that's
20 around \$6 million. What we don't track -- and I think the
21 best people to answer this question is the --

22 MS. WATSON: The people who are around the table.

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1 MR. VORE: The people from around the states. Ask
2 them, of their total budget, how much of their money comes
3 from NEH and how much of it comes from other sources. And I
4 would say that --

5 MS. JONES: Now, that's different from
6 certification for particular projects.

7 MR. VORE: Because that also, the \$6 million that's
8 certified to us, is matched by NEH, so I think that is "NEH
9 money." So I think ask the people at this table. I know
10 Bill Wilson will give you a rough figure of how much money is
11 raised above and beyond NEH definite funds and the state
12 councils, matching funds. And I think it will vary
13 tremendously from Indiana to Wyoming.

14 MS. JONES: That's precisely my point. I'd really
15 like to hear around the table, but I'd also like for the
16 agency to have that information. I mean, it seems to me that
17 if we're talking about strategic planning and if we're
18 talking about the wider context, that that's a real basic
19 number that we ought to have readily available.

20 (Simultaneous conversation.)

21 MR. ZAINALDIN: It's about, I think it varies from
22 about 50 percent to 90 percent, and I think the average --

1 higher than 90, in some cases.

2 MS. JONES: That NEH funding is 50 percent and in
3 some cases 90 percent?

4 MR. ZAINALDIN: What was Indiana and Virginia? Was
5 it 30?

6 MS. ELIZABETH YOUNG: It's about 30 in Virginia
7 now, between 30 and --

8 MS. MYERS: But NEH funding is 30 percent?

9 MS. ELIZABETH YOUNG: Yes, it's gone down to about
10 30 to 35 percent of the total budget now, yes. That's a
11 great decline over the years obviously.

12 MR. GLADISH: In the case of Indiana, you have last
13 year's budget of \$1,860,000, about, and about \$610,000 from
14 NEH, \$1.2 million or \$1.3 from private sector. That's cash.
15 That's not matching money.

16 MR. ZAINALDIN: It tends to vary because --
17 sometimes by the year. I would say a rough average would be
18 75 percent, maybe a little higher, maybe 80 percent,
19 somewhere around in there, if you just averaged all those
20 figures up.

21 It tends to vary significantly because a state
22 might get a \$200,000 grant in one year from the state

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1 legislature, and that could drop the percentage 30 or 40
2 percent.

3 MR. HAMMER: Is there any state legislature that
4 gives money parceled down in small grants?

5 MR. ZAINALDIN: Well, right now I would say
6 probably close to 40 states have received a state
7 appropriation at one time or another. Some states regularly
8 receive appropriations annually. Others receive it for
9 special projects. Some receive it, as the Virginia
10 foundation does, to operate a center. Others receive it
11 because it's connected to a program. It varies.

12 MS. WATSON: I don't think it's ever exceeded \$2.7
13 million in any one year, but I don't know what it is for the
14 past year.

15 MR. GLADISH: Total, Carole?

16 MS. WATSON: Yes, in any one year.

17 MS. MYERS: From all the states.

18 MR. GLADISH: A maximum of 15 percent of the
19 federal. Cheryl's figures will dramatically affect that.

20 MR. WILSON: Being in a terrible situation of
21 someone who gives grants now to nonprofits, almost the same
22 relationship, but now have to answer all the questions I used

1 to pose --

2 MR. GIBSON: It's hard to give away money. Yes, it
3 is.

4 MR. WILSON: But it does seem to me that part of
5 the question becomes while there's a natural interdependence
6 in terms of the broad purposes of the humanities, it's a much
7 more finely tuned question: If the NEH is giving the money,
8 exactly what do we mean by the pursuit of that, of the
9 humanities? And those that give the money, in harsh tones
10 that I tell my nonprofits, establish priorities and have to
11 evaluate the quality with which those priorities are reached.

12 And that, then, does change the nature of the
13 interdependence again, it seems to me, in a little different
14 way than simply a grant that says, "Do good works." It's
15 more narrowly defined than that, it seems.

16 So simply the broad discussion of a conversation,
17 and I don't know the particulars of this conversation, in a
18 sense, how does one get state councils to pursue this?
19 Everyone might think it's a good idea, but are state councils
20 automatically the best people to carry that forward? Those
21 that participate, and I'm one of them, would say, "Yeah, it's
22 a great idea." But in fact, we may not be, state councils,

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1 the best people to carry that conversation, although we may
2 think it's true.

3 MS. MYERS: But getting back to the partnership,
4 you know, because I think, you know, our idea at the
5 Endowment is that we see it as an Endowment-wide enterprise,
6 the conversation. You know, if a state doesn't see itself in
7 that way, it's one thing. But I think if we're trying to
8 define the partnership again, I think it is a key factor that
9 the percentage of funding that comes from the Endowment is
10 the major portion.

11 We have to put that into the mix, just as we have
12 to put into the mix that only the Endowment and the state
13 councils are legislated. It's also part of the context in
14 which we have to discuss this, the relationship.

15 MS. JONES: If I could pursue this just a little
16 bit more, I mean, in sort of going back to my original
17 question earlier about outcomes, it comes it me -- I mean, I
18 heard Don say he wanted to go away from this meeting with
19 ideas, which is great.

20 It might be useful if you could also go back with
21 some questions.

22 MR. GIBSON: Love questions, love questions, yes.

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1 MS. JONES: One of the things we might be thinking
2 of during these two days is, you know, some studies, some
3 questions that maybe could be answered in a fairly systematic
4 way.

5 And I just think it would be terribly interesting
6 to -- I'm not so much interested in that total number of non-
7 NEH money, but to look at, over time, what state councils
8 have leveraged, what kind of money, and what impact that has
9 had on their programming. And you know, we might see some
10 interesting patterns. We might not. I have no preconceived
11 notion. I'd really love to see that in front of me right
12 now, and I think six months from now it would still be
13 interesting, as you're dealing with this.

14 MR. GIBSON: I think that's an excellent idea, and
15 I also think an excellent idea is that questions coming up at
16 this meeting could be extraordinarily important in areas of
17 research, could be extraordinarily important.

18 MS. MYERS: Tom.

19 MR. ROBERTS: That is an interesting question. I
20 don't think it should all be brought down to money. I think
21 that state councils have also forged partnerships with
22 various constituencies, organizations, parts of the community

1 that have had an impact on the region or the individual state
2 or just sometimes the city, and that that should be -- if
3 you're going to study how much money they've generated, then
4 I think you have to also study how much influence they've
5 generated.

6 MR. GIBSON: So easy to measure.

7 MR. ROBERTS: I can be anecdotal, I suppose, to a
8 degree.

9 MS. ELIZABETH YOUNG: I think it was interesting,
10 though, we were on a track of the countervailing perceptions
11 and Marsha said some useful things. I hope we can get back
12 to that before we have to adjourn tonight.

13 MS. MYERS: We haven't heard from Jim. Jim, the
14 perception of state humanities councils.

15 MS. MAY: And what do we do good? What are our
16 strengths?

17 (Laughter and simultaneous conversation.)

18 MS. MAY: I lived in Oklahoma for a long enough
19 time now that I can say "do good." I just passed the year
20 that it was all right for me to say "do good."

21 MR. HERBERT: Well, it's sort of an interesting
22 question. I feel like I'm participating in kind of a

1 transcontinental party. We first met in Texas and this other
2 person was there, and rebuffed me. Then we met in
3 Northeastern Ohio and I rebuffed her. Then we met in
4 Connecticut and Maine and made beautiful music together in
5 about 10 seconds. And then we met in Washington, and
6 suddenly this person I barely know, from four brief parties,
7 has turned to me and said, "What do you think I do best?"

8 So my answer is well, you know, I don't know but
9 I'm willing to find out.

10 MS. MAY: Well, except that I just meant your
11 impression of state humanities councils.

12 MR. HERBERT: That's the question I just answered.

13 MS. MYERS: So you don't know.

14 MS. MAY: The answer is you don't really know; is
15 that right? You don't know what state humanities --

16 MR. HERBERT: I know about Texas. I know about
17 Ohio. I know about Connecticut. I know about Maine. And I
18 know about some other places. But to ask --

19 MS. JONES: What do those places do best?

20 MR. HERBERT: But to ask what you do best, I have
21 no idea that when I met you in Texas or Ohio or Connecticut
22 or Maine those were your good days.

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1 What I can say is that -- or bad days, for that
2 matter.

3 MR. GLADISH: I want to know how come you and May
4 are meeting all over the country.

5 (Laughter.)

6 MR. HERBERT: The point is there's a lot to be said
7 about what needs to be done in American education in the
8 states, that we both could contribute to. But the truth is
9 that in worrying about that issue, that state councils have
10 been part of that worry occasionally, but not very often.

11 MR. GLADISH: Well, Jim, why do you think that is?

12 MR. HERBERT: I have no idea.

13 MR. GLADISH: Well, what is it, among your more
14 significant partners, is present with them that makes them
15 your partners, that might be absent with us, that hasn't made
16 us part of your day-to-day life as --

17 MR. HERBERT: I don't know. I don't know who you
18 are. I can't answer that question. But I can say that
19 what's important -- well, I spent a week in Kentucky this
20 summer studying maybe the most significant current education
21 reform, and what's important there is that the state has,
22 maybe, committed itself to statewide equalization of funding,

1 that it has developed a system of curriculum and assessment
2 that I could tell the powers that I was reporting to that was
3 a better alternative to a federally mandated system.

4 So I learned a good bit about what the active
5 advocates for education reform in Kentucky were doing and how
6 the state government was responding, and wrote all this up.

7 So I know what, you know, what the issues in that
8 particular situation are. A more typical partner might be --
9 I'm not sure what the question is. Please tell me the
10 question.

11 MR. GLADISH: Well, you said you didn't know enough
12 about the state councils to talk about, because in your
13 experience, the division hadn't worked as much with them.
14 And it would make some sense because Marsha's division is
15 engaged in a lot of the same kinds of institutional
16 relationships.

17 But among those that you do work with, not state
18 councils but just the larger number of participants in your
19 program and grantmaking, are the things that are present
20 there that might connect with activities in which the
21 councils are engaged, that you could see councils playing
22 that role, as well?

1 It sounds to me as if what you're saying is that
2 councils aren't even part of the horizon of your experience
3 or active engagement in the humanities as an education
4 division at the national level. Is that what you're saying?

5 MR. HERBERT: Yeah, I'm afraid so.

6 MR. GLADISH: Well, that's a pretty clear statement
7 about what our relationship is to education. It surprises
8 me, frankly.

9 MR. HERBERT: When I worked in my previous job, my
10 job was to get education legislation adopted in states, and
11 actually the stuff that I wrote was adopted in about half of
12 the states. And we went around to various places and so on,
13 and worked with legislatures and state universities on
14 entrance requirements and all that sort of stuff.

15 And you know, there are partners on the math and
16 science side that you can identify. And there are some
17 fairly strong groups, say, foreign language teachers, at the
18 state level. So you would try to build alliances.

19 But I can't honestly say that in all this sort of
20 alliance-building that I've met a whole lot of state council
21 people.

22 MR. ZAINALDIN: Let me ask a question. What

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1 partnerships have you developed, I mean, that might make it
2 like math and science? Do you have partners that you're
3 working with?

4 MR. HERBERT: Oh, yeah.

5 MR. ZAINALDIN: I mean like institutional types of
6 partners?

7 MR. HERBERT: In the states?

8 MR. ZAINALDIN: In the states.

9 MR. HERBERT: Important partners are really
10 national, of course. If, for example, you try to change the
11 condition of America with respect to, say, its ignorance of
12 Asian languages, and so you try to introduce a model
13 curriculum in Japanese and Chinese, the partner -- and a
14 national, say, test in those areas, the partners you look for
15 are the National Foreign Language Center here in Washington,
16 the College Board, who does the testing, American Council of
17 Teachers of Foreign Language.

18 Then you go to the six regional meetings of the
19 American Council of Foreign Language. Then you go to the
20 meeting of the people who do placement in the universities
21 and try to get them to understand how the test works. So
22 that would be ACRO and again, the College Board, and so on.

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1 So it's those kinds of alliances which become
2 important. And in that context, then, one runs into, say,
3 the state supervisors of foreign language education is a good
4 group. And so there are, maybe in that group of 50 people,
5 there are maybe five or six people that are very strong and
6 advocates for this sort of thing. So those are important
7 partners.

8 MR. HAMMER: Jim, on something like a Yale New
9 Haven program, sounds to me like the kind of thing that a
10 state council could have even --

11 MS. WATSON: They did start it.

12 MR. HAMMER: The state council started it? That
13 kind of thing, you get a lot of interaction.

14 MR. HERBERT: Oh yeah. In fact, when I mentioned
15 this, I perhaps over-metaphorized our relationship in
16 Connecticut and Maine. Really Connecticut, I had in mind the
17 Hartford situation, very nice situation, which, in fact, the
18 state council was involved in.

19 And then, of course, the academic and cultural
20 collaborative of Maine, and it's very interesting.

21 Well, so, in the area of strengthening the roots of
22 humanities education in particular places, that's where I

1 would say the state councils, all my experiences with the
2 state councils have been.

3 And when I think about -- and it's a little tricky
4 because I know that a lot of the questions in education now
5 are going to be state-level policy questions, and I don't
6 really know if the state councils are involved in these
7 matters, although it's terrifying to think that they would
8 not be.

9 But on the institution-building side, there is this
10 sort of building of teacher in-service institutions, which
11 has been, you know, effective in certain cases.

12 MR. WILSON: It strikes me this is an area where
13 alliances seem almost an easy idea but we haven't cemented
14 them in some ways in that, as you suggested, education is, to
15 an extraordinary degree, a state affair.

16 Areas where state councils have been very active
17 have been teacher training institutions. Maybe they haven't
18 been as visible and connected to the larger purpose as they
19 might be.

20 The other area is the extent to which we have
21 conversations in PTAs that state councils sponsor, that raise
22 the kinds of issues that really are crucial, that help shape

1 what happens in K through 12, even the state councils
2 themselves may or may not be in K through 12 directly.

3 It's one of those areas where you almost can use
4 the word "partnership." Who knows.

5 MS. MYERS: Well, Carole or Jamil must know how
6 much or to what extent states are engaged in education. Some
7 councils are almost exclusively so. Are there some that are
8 not at all engaged in education? I mean, I wouldn't be
9 surprised if it ran the whole gamut. School education.

10 MS. WATSON: We could answer that but is that of
11 the essence for this conversation? I'm getting lost. In
12 fact, I don't even feel it necessary to make sure that
13 everybody at the table understands that the chief actor and
14 the central actor in the Hartford program is the state
15 council executive director and the alliances that have been
16 formed by the state council, and the strength of that springs
17 directly from the state council.

18 I'm not sure that, so now we all know that. So how
19 does --

20 MS. MYERS: Well, I think the entities are quite
21 different, one from the other, and I think that that bears
22 some --

1 MS. WATSON: Yes, that's certainly the case.

2 MS. WILSON: I think one of the vexing things that
3 will come up time and time again is the extent to which it's
4 extremely difficult to generalize about the state councils.
5 And that is something that I point to with equal pride and
6 frustration, but it's very difficult to make a case to
7 others, because we can probably say we do almost everything,
8 but we're not sure which third did it which year.

9 MS. WATSON: You just said what I said, in a nicer
10 way.

11 MS. MYERS: But I think that that variety, whether
12 it's in terms of time or, you know, mission of the council --

13 MR. CHEATHAM: But I think this is telling us
14 something about where we are or how far we are from
15 partnership, because we don't have -- this is surprising.
16 Well, it's not really surprising, because I've received
17 turned-down applications from NEH where they say, "Go see
18 your state council about this project," from other
19 divisions."

20 And sometimes what NEH thinks the state councils
21 are doing -- not the Division of State Programs, but the
22 other divisions, is really quite profoundly disturbing

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1 because we've gotten some very bad ideas coming from
2 Washington and saying, "We can't do this, but go to your
3 state council."

4 And I think you're saying something about the lack
5 of communication between the Division of Education and the
6 state councils. Clearly, there's been none. There's been
7 very little. And that tells us something about partnership.

8 MR. GLADISH: But even in the case of the Division
9 of Public, as Marsha suggested, imagination about all kinds
10 of ways in which both sides could work more creatively and
11 extensively together.

12 And we had fits and starts at that, in various
13 parts. Media, we've had some fits and starts there.
14 Libraries, certainly, and in the museum program there have
15 been some connections developed, as well.

16 MS. MYERS: Since there are de facto so many.

17 MS. SEMMEL: We did, when I was in the museums
18 program a couple of years ago, we worked with the staff of
19 the Division of State Programs, and looked at their data.
20 And so we did a matrix for our program, looking at exactly
21 what kind of support all of the state councils give to
22 various kinds of museum projects.

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1 And it was very useful for us because it showed the
2 range of support that the states give. We learned just what
3 Carole and William have said, that in some states there's a
4 lot of support for certain kinds of museum projects; some
5 states don't support any.

6 But we found it very, very helpful in thinking
7 about ways in which different states where we'd want to do
8 more promotion of our programs, states where the state
9 councils simply don't support museums to the same extent.
10 But that sort of communication and data-gathering, looking at
11 that, is very helpful.

12 MS. WATSON: One excellent example of collaboration
13 is an old one, and one of, I think, the greatest successes at
14 collaboration, and that was the launching of the Let's Talk
15 About It program in which the agency sent representatives
16 from both divisions, along with state council representatives
17 and scholars selected by state councils to the ALA in Chicago
18 for a two-day meeting.

19 They formed a board of directors to get the
20 initiative launched. It was practical and realistic because
21 state council folk were there. It was appealing because they
22 made sure that it fit. It was flexible enough so that

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1 councils could shape it according to the location. And it
2 had sufficient funding to gain strength and power, both in
3 the councils and from Public Programs Division.

4 So that, to me, is a beautiful example of
5 collaboration.

6 MS. MYERS: That's important, even getting to Liz's
7 wanting to think about which directions, what we'd like to
8 happen in the best of all worlds.

9 MR. CHEATHAM: The strength of that project was
10 that it was a format, not a -- it wasn't you had to do this
11 kind of project on this kind of subject. You could take that
12 format and adapt it to your local needs.

13 MR. GLADISH: There's another preoccupation I have
14 about this partnership notion. That is as I read the
15 history, and out of my own experience, one of the things I
16 saw was a kind of presumed partnership between the agency and
17 the state councils, with Congress as the midwife, saying that
18 the partnership should lead to the broader distribution of
19 the humanities in a more equitable fashion, across all kinds
20 of demographic and geographic regions.

21 There have been some very interesting kinds of
22 statistical analysis done on the distribution of the agency's

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1 resources. Seriously, the only division in the agency that
2 can be claimed to give real attention to that question is the
3 Division of State Programs.

4 In many cases, as some of you know, Robert's done
5 some interesting statistical analysis on this question --
6 very, very high percentages of the total NEH award to a state
7 comes exclusively through the Division of State Programs. I
8 think that ought to be on the table as part of this question
9 about partnership.

10 MS. MYERS: Here it is.

11 (Laughter.)

12 (Simultaneous conversation.)

13 MR. GLADISH: In fact, we were supposed to talk on
14 the telephone, but we didn't. And I think that's a real
15 significant question, not only for us as state councils,
16 because we're interested in our states beyond our own
17 programs, because of all these partnerships and relationships
18 we've had, we know the needs that exist, but also for the
19 agency and its standing politically, with the Congress and
20 otherwise.

21 And I think it could fairly be said that really the
22 only division that has been able to work on this is the

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1 Division of State Programs. Plus, that must be the reason
2 why the kind of public outreach piece was assigned last year
3 to Carole's office, as an additional responsibility of the
4 division. Where else would you put it? It doesn't fit
5 anywhere else.

6 I think that ought to be on the table as a
7 preoccupation about this partnership, too. Robert just
8 happens to have some statistics.

9 MS. JONES: Another thing that I'd like to get out
10 on the table, and I'm not sure how long it'll stay there, but
11 we have three division directors here. We have two others
12 who aren't here. Why not? I mean, we make the distinction
13 between the public and the research orientation of the
14 Endowment as being so clear-cut, and I'm not altogether sure
15 it is. I certainly don't think it is in my own field.

16 The state programs certainly act as if they believe
17 that their mission is bringing humanities to the public, but
18 are we to presume that people in state humanities projects or
19 public programs projects are never in the business of
20 creating humanities knowledge?

21 I would argue that they are much of the time and
22 that in the purveying of the knowledge, you're changing it

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1 and you're shaping it, and that is always a two-way street.

2 Certainly in museum exhibit -- that's a good one --
3 depends on research. And that's a public program. It starts
4 as a program oriented towards the public, but it may yield
5 some very important information that then gets into, you
6 know, into the discipline in another way.

7 So, you know, I'd like to hear the Research
8 Division director talk about this question and I'd like to
9 hear fellowships. It would be interesting, and I think one
10 thing that ought to be just out there in terms of the
11 relationship is that we do kind of make an artificial
12 distinction, as a practical matter, most of the time. And as
13 a practical matter, maybe sometimes it's useful, but
14 sometimes it's also not so useful.

15 MS. MYERS: That's very good.

16 MS. MAY: Also, I would like to just say that a
17 number of years ago, probably as many as eight, two of our
18 board members insisted, insisted, insisted that we create a
19 small research grant, contingent of our grant program. And
20 they insisted for about six years, and that's how long --
21 they can serve two three-year terms. And at the end of those
22 two three-year terms --

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1 MS. JONES: The strategy of board management.

2 MS. MAY: They satisfied that and set up a program
3 that -- just for a minute, I want to describe it. We put
4 \$7,500 in it. \$7,500 pays for 15 \$500 research stipends in
5 the state to humanities professors. Each of the research
6 universities have consistently matched that, to an amazing
7 amount of money.

8 The Oklahoma State University gives a whole
9 summer's wages if you get \$500 from the State Humanities
10 Council, two months of wages.

11 MR. CHEATHAM: Of course, the total wages in
12 Oklahoma are --

13 (Laughter.)

14 MS. MAY: It amounts to something like \$4,000. So
15 they matched the \$500 grant with \$4,000.

16 The University of Oklahoma matches it with \$1,000,
17 and the University of Tulsa matches it with \$500. But we get
18 somewhere between 45 and 50 applications for those 15 grants.
19 Most of them have never gotten a grant from the National
20 Endowment for the Humanities. I mean, everybody around the
21 table -- that's how competitive the research and fellowships
22 division is.

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1 And what it did, too, was the reason that these two
2 board members kept on insisting about it is that it's so
3 hard, at the university, to get any research money from the
4 university channeled into the humanities, because they're not
5 valued.

6 MS. JONES: And if it's been hard, wait till you
7 see what the next decade is going to be like.

8 MS. MAY: And so just that little \$500 has gotten
9 some administrators worried about the humanities, for a
10 change. It's just such a small pittance, it's almost
11 embarrassing to say we give \$7,500, you know. What
12 difference does that make? But it makes a whole lot of
13 difference.

14 MR. HAMMER: Did you help broker the university
15 contributions?

16 MS. MAY: We just put it out there and told each
17 research, you know, dean, that that was so and did they want
18 to match it? And then they stood all over each other vying
19 to compete with each other about how -- especially OU and
20 OSU, the were anteing up the match, to just show how
21 important they are, or whatever they do.

22 Anyway, it was interesting to us. And OSU lets us

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1 pick the number of the faculty. This year they said they
2 would only give eight, and I think nine people got it, and
3 they went up to the nine.

4 So they gave one extra person money that they
5 weren't going to do if we hadn't chosen that extra faculty
6 member.

7 MS. MYERS: Do other state councils have research
8 grants?

9 MR. CHEATHAM: Oh, yes.

10 MS. ELIZABETH YOUNG: We established the center,
11 which is a research and fellowship institute. I mean, that's
12 exactly what it's there for. So I guess, having been out of
13 the role of the chair for several years, and I served in --
14 I've actually been involved with all this for 17 years. I
15 was just counting it up. I was in Ohio for several years
16 before I moved to Virginia.

17 I guess it had never dawned on me, although it's a
18 practical matter that the state councils have relied on an
19 excellent and growing state program, but in fact, because the
20 two states I've been with, Ohio and Virginia, branched out
21 into some other areas, I always just assumed the day would
22 come, if it wasn't there yet, when we would have the ability

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1 to get funding from other divisions, and that that was
2 appropriate, because in my mind, the partnership, and I think
3 Bill raises an interesting point, there are two large
4 circles.

5 There's the circle of all the activities and the
6 goals and the striving that the NEH gracefully undertakes,
7 and then there's the goals and the strivings of the state
8 programs, and there's an intersection there, but I never
9 labeled that intersection just the state program. To me,
10 that was many things that the NEH might want to do, although
11 there are certainly things that fall outside. And you know,
12 maybe frankly, I think, Bill, you suggested the fostering of
13 the National Dialogue right now is not going to always
14 intersect with the state programs.

15 It's still a good goal, and there are many things
16 the state programs are now beginning to do that because it is
17 so local, it's somewhat different from the particular goals
18 of the NEH, fall outside of that overlapping circle.

19 I don't see anything wrong with that. I'm more
20 interesting in looking at what's in the circle than what's
21 outside of it and being critical because I think as life goes
22 on, there will be lots of activities that fall outside. It's

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1 what's going on inside. And I think what we're beginning to
2 hear is there's a lot in that diversity of the council
3 activities where at least there's some consideration might be
4 given to interacting with all the divisions of NEH, as
5 appropriate.

6 And realistically, that may never be appropriate
7 for all the councils all of the time, but that's in the blue
8 sky category of things we might want to look at, or research
9 or whatever.

10 MR. CHEATHAM: As long as we're talking about that,
11 we need to mention challenge grants and preservation.

12 MS. ELIZABETH YOUNG: Yes, definitely.

13 MR. GIBSON: It's all on the table.

14 MR. HERBERT: Could I ask something that -- maybe
15 I'm mistaken -- is not on the table. My concern about
16 funding projects in education is, one would say, instrumental
17 to my concern about the quality of American education. And
18 in the particular area that several of you have brought up,
19 sort of trying to strengthen the knowledge of teachers and
20 the kinds of institutions that nourish them.

21 You know, we do what we can, but let's face it.
22 NEH is, you know a drop in the bucket.

1 You know, right now we have a 1 to 10 funding ratio
2 in that kind of program. Anybody want to drive it up to 1 to
3 20? Fine. That, I don't think, is the essential question.

4 But I tried to raise a question of state policy in
5 education. That is to say, the administration's legislation
6 has made the chief state school officers an essential partner
7 of federal-state cooperation to reform American education.

8 There is to be drafted in each state a
9 comprehensive plan that involves the disposition of something
10 like \$10 billion of federal money. The legislation currently
11 says that this money may be spent on academic subjects, but
12 it need not be spent on academic subjects. It also could be
13 spent on keeping order in classrooms and fire drills and
14 stuff.

15 So it seems to me we have in the country -- you
16 know, these kinds of examples could be multiplied endlessly.
17 They're major policy questions, and it seems to me that I'm
18 sort of hoping that's what state councils would be interested
19 in getting into.

20 The humanities have almost no defenders at the
21 state level. There's a lot of silliness going on in the
22 states in education. And I sort of was hoping I'd come to

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1 the meeting and find out that that was an area of possible
2 partnership.

3 The money here really, you know, it's almost
4 nothing, in the scheme of things. It's virtually no leverage
5 at all, in terms of what the problems to the country are.

6 So could I ask the straight question, which is:
7 Are the state councils interested in state education policy?

8 MR. GLADISH: Some councils have already
9 demonstrated that interest. For instance, Texas has done a
10 series of these initiatives. Not to try to speak too
11 parochially, in Indiana, for three years we have funded
12 without money a thing called the Indiana Education Leadership
13 Summit. It's brought together all the key policy leaders,
14 the only place they meet in the State of Indiana. It hasn't
15 had much impact. Nor has anything else.

16 But sure, and it's replicated all over the country.
17 But again, it's state by state, council by council, program
18 by program.

19 MS. WATSON: But I do think it sounds like a very
20 fruitful area for partnership, and I'm glad to hear that.

21 MS. MYERS: Yes, real partnership.

22 MR. HERBERT: These situations are desperate. I

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1 mean, NSH has got all kinds of money in the so-called
2 statewide initiative. They are organizing the math and
3 science teachers.

4 Well, we don't have the kind of money in all of NEH
5 that they're putting into that effort. We've got something
6 else, maybe an organization. But the situation is equal, is
7 more desperate in language education than it is in
8 mathematics education. And I don't see that we're doing
9 anything about it.

10 MR. HAMMER: That Title II stuff all came from
11 particular programs, many of them in the humanities, which
12 were all rolled into block grants and then disappeared in the
13 early '80s.

14 MS. ELIZABETH YOUNG: Well, you know, sometimes you
15 have to do things a little bit less diplomatically. And when
16 we started in Virginia the teacher training institutes, we
17 had a favorable administration. But rather than funding
18 dialogues with state administrators or principals or boards
19 of education, all of which I certainly endorse, we simply
20 said, "All right, we're going to create the grants."

21 And by the way, we had one board member who came
22 from the business world who was violently against this. He

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1 was outspoken throughout his term and violently against this.
2 He felt this was interference in state education policy. And
3 we politely explained that we weren't saying, you know, what
4 should be taught so much as the institutes focussed on, for
5 example, philosophy or foreign language.

6 In fact, one of the ones that was most successful
7 was the teaching of humor. We almost rejected the
8 application. Good thing we didn't.

9 But anyway, what happened was we put out
10 essentially the option for people to submit the grants, and
11 then we invited the chief state school officers and others to
12 a meeting and said, as politely as one can, "We're giving
13 away this money. We're getting involved in education. Now,
14 do you want to be on our side or not?"

15 Well, again, with a lot of goodwill and good
16 politics, it worked beautifully, and the person who was then
17 in charge of education in the state is now the president of
18 the University of Virginia, which is also nice.

19 But I think we could have spun our wheels, frankly,
20 by having had some meetings that, even with goodwill,
21 wouldn't have gotten us as far as putting real money in the
22 field. And I'm not saying that training, whatever it was

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1 that summer, 200 teachers, has changed education in the State
2 of Virginia, but I think it did get the attention of some of
3 the folks in the legislature and in the governor's mansion,
4 and for the better.

5 MS. ANN YOUNG: One of the things that I find that
6 I have the luxury of is that I'm new, so that gives me an
7 excuse to be marvelously naive. And I don't know how long
8 that's going to last, but I'm milking it for all it's worth.

9 So having said that, I come to the Humanities
10 Endowment with a bit of a different perspective, being
11 education, having worked on the Education Subcommittee for a
12 number of years, working on a lot of the legislation that
13 went through and developing models.

14 The only model of know, which, I think, speaks very
15 well to this model of state humanities councils, is that of
16 the state vocational education councils. And they really are
17 truly a marvelous construct. What they do is the federal
18 government provides the money for state vocational education
19 councils, whose members are comprised of a broad cross-
20 section of people who are stakeholders in the vocational
21 education enterprise.

22 And by "broad," I mean truly that -- outside of

1 what you would consider the traditional field of people who
2 might initially be drawn into this.

3 What that does is, in effect, in a state, is it
4 develops a network of advocates who go to the state
5 legislature and work on increasing the resources and the
6 partnerships within the state. It all sounds very
7 perfunctory.

8 But the one story in my whole association with the
9 state vocational education councils I will never forget is
10 when I was sitting at dinner with the director of the Rhode
11 Island state vocational education council, who announced to
12 me that he was a Barry Goldwater Republican and that he
13 didn't believe in federal expenditure of dollars and he
14 didn't believe in spending money on education, but by God, he
15 got involved in this vocational education council because the
16 governor appointed him, and he suddenly began to believe in
17 what the whole purpose of vocational education was all about,
18 and recognized it as one of the true fundamental building
19 blocks of economic reform in the state.

20 And suddenly you have a man who doesn't believe in
21 shaking down dollars going up to the state legislature and
22 being the real spokesman in the state for vocational

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1 education.

2 Now, having said that, we're all facing this
3 desperate situation of the shrinking dollar, whether it's the
4 shrinking federal dollar, the shrinking state dollar, the
5 shrinking foundation dollar, what have you.

6 And yet, we are all in the grant-making enterprise
7 of providing money and fiscal support for humanities, whether
8 it's education or public programs or access. But it really
9 is ultimately the same purpose.

10 And I wonder if there isn't a model where you --
11 where we have a much more sense of synergy in terms of
12 combinations of strike zones. We make the strikes, which are
13 grant-making and competitive. There is state money, which is
14 divided according to formula, which is another way of
15 striking in a geographic area.

16 You, at the state level, make your strikes in
17 grant-making throughout the state, and at each level, there's
18 the sense of building and developing partnerships.

19 Is there a scenario where we could construct,
20 within or outside the parameters of the congressional
21 authority, where there is some sense of a building mechanism
22 developed within each state for building upon grants that

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1 have been made -- from us, from you, from foundations,
2 whatever, in the humanities enterprise, so there's a greater
3 synergy, to use this word again, of combining the resources
4 and merging the effectiveness of what we're doing.

5 My sense, being here for a very limited time, is it
6 is, perhaps, too disparate and isolated, but in combination,
7 could have a very strong effect.

8 MS. MYERS: And you're talking, then, about a
9 partnership that is really based on the needs of the states
10 and the skills and resources of the various divisions within
11 the Endowment. Is that as I understand it?

12 MS. ANN YOUNG: I'm not so sure it's that because
13 the need is so great out there, you cannot comprehensively
14 address the need nationwide, given the federal dollars and
15 the state dollars. But when a grant is made, that it goes
16 beyond the particular time and the particular function of
17 that grant, that there's a way to disseminate and build upon,
18 is given the investment of dollars at any level, is there a
19 way to create a network around that, so that it's replicated
20 in other areas, or as seed money for development?

21 MS. MAY: Well, I think, Ann, each of us do that in
22 our own particular way. That's the way we make our program

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1 dollars stretch. For instance, in Oklahoma, we have all
2 these things like Let's Talk About It Oklahoma, where we have
3 25 themes and it goes to, you know, 30 libraries a year or
4 more and then we have the traveling exhibit program, where
5 there are about 30 exhibits and they're used to generate, oh,
6 God, all kinds of activities you wouldn't even begin to dream
7 about, if that's the kind of thing you're talking about.

8 And I think in every state there are resource
9 centers, there are varieties of different kinds of things.
10 And then, in Oklahoma we've also created what we call the
11 Oklahoma Cultural Coalition, where a lot of organizations
12 that get grants from us and the state art council are pooled
13 together in a big coalition and we have a meeting every other
14 year. We're actually doing a state cultural plan.

15 So, you know, I think that in lots of different
16 states, I imagine these kinds of things are going on, where
17 we're building those kinds of networks and constituencies
18 that do say, "Yeah, we like humanities."

19 And we have the state department of education in
20 our coalition. We have the regents for higher education in
21 our coalition, and the historical society. We even have the
22 department of commerce.

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1 You know, I think that all of these people see some
2 importance in humanities and the arts that, for a variety of
3 different reasons, all in a kind of a different level, too.
4 So I think those kinds of things are happening by the -- at
5 least in my state, by the work of the state humanities
6 council.

7 MS. ANN YOUNG: Yes, and I think that's just
8 terrific. From what I've heard in terms of my limited
9 knowledge of state councils, it's very exciting.

10 I guess my question is if, once the federal grant
11 is made, on a competitive basis, is there a way to weave that
12 into what the state councils are doing, whether it's a
13 fellowship or it's a teacher training program or it's
14 something like that? It's making it part of this great rich
15 fabric that you're working on.

16 MS. MYERS: Robert.

17 MR. CHEATHAM: That's part of the reason we're
18 having this reason, I hope.

19 MS. MYERS: Right.

20 MR. CHEATHAM: Each time we get a new chairman,
21 they start receiving massive mailing from NEH and from the
22 Federation, in fact. That's a whole other issue. They're

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1 just inundated with all this mail. And every new chairman
2 that comes, when they get the quarterly -- I think we get a
3 note of what grants had been funded in our state -- very few
4 in Tennessee, but of those few, every chairman says, "Did you
5 know about this?" Of course, we didn't know about this.

6 And they'll be going to institutions that we have
7 very close cooperative relationships with. They sometimes go
8 to institutions that we will not fund because we know them
9 too well. But there is never any -- I mean, that just goes -
10 - that might as well be from NSF or the Department of Defense
11 or anybody else, as far as we know anything about it, before,
12 or after.

13 MS. ANN YOUNG: What about our annual report?
14 Doesn't that provide, every year, the grants that we give
15 out?

16 MR. CHEATHAM: Yeah, and you can figure out the
17 ones from your state by going to the index and moving back
18 and forth between it and the major things.

19 MS. MAY: We can afford an announcement. You
20 know, in Oklahoma there are three, maybe each quarter, maybe
21 three. There are very few, actually. And a lot of times we,
22 like for instance, there was a big grant to the Oklahoma

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1 Library Association and we serve on the advisory board for
2 that. We're, in many cases really, closely tied. The
3 Oklahoma Museums Association got a grant last year that grew
4 out of a lot of the work that we did with the Museums
5 Association.

6 So I think that in Oklahoma, at least, a lot of
7 that is our work, but sometimes it isn't. You know, I think
8 the University of Tulsa got a grant from probably the
9 Education Division to summer seminar or something, or, I
10 don't know who, for teachers, though, democratic citizenship
11 or something like that. It's going on in June.

12 MR. GLADISH: Sometimes the chairman will come to a
13 state and the state council won't know that he or she is
14 there, just as an example, or that they're coming.

15 MS. MYERS: Well, it sounds as though we have a
16 communication problem. That's certainly one thing on the
17 table that we want to acknowledge because everyone, in one
18 way or another, has articulated that the divisions and the
19 state councils ought to know more about what's going on in
20 the state, what's going into the state, specifically, and
21 what needs --

22 MR. WILSON: That's great to receive those reports

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1 and know what we're missing. We wouldn't know that if we
2 hadn't gotten those reports, so they are helpful.

3 MS. MYERS: Well, and receive them in a way that's
4 more user-friendly and makes the state council more effective
5 in complementing the mission of, or the work of other
6 divisions.

7 MS. JONES: While we're talking about problems,
8 though I'd like to say that -- there's a basic problem, I
9 think, in humanities fields, and it certainly is in American
10 history, which is that people in that field don't talk to
11 each other so well across institutions, which is to say the
12 communication between K through 12 teachers and college and
13 university people, museums -- that's improved a lot in the
14 couple of decades I've been worrying about this. And I think
15 one of the reasons it has improved has been the work of state
16 councils.

17 I mean, I think that the requirements of having
18 humanists involved in programs where they wouldn't have
19 naturally gravitated, that sometimes you've got to go out and
20 find a Ph.D. in American history because we can't this
21 program without one.

22 And then sometimes, the impact is that person gets

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1 energized and excited about the possibility of doing
2 something in a library or in some other kind of organization
3 entirely, and that's been a real strength. But it's
4 something that, you know, we've been involved with history
5 teaching alliances, which have had funding from a lot of
6 state councils, but also have had funding from the Division
7 of Education.

8 It's kind of a good example of what you're talking
9 about, where there's a national branch, but I don't have a
10 sense that there's any effort here or down on Pennsylvania
11 Avenue to sit down and talk about history teaching alliances
12 as something that state programs and the Division of
13 Education have a state in together.

14 MS. MYERS: Pat, I've been listening a lot and
15 thinking about some of the other disciplines that we work
16 with, and I want to pick up on that comment because I think I
17 have felt and worried about the humanities piece of our
18 constituency as not having the same, communicated to us,
19 sense of urgency about getting on the education agenda and
20 getting their agenda moved forward as I've heard from the
21 arts, who've been incredibly well organized, and science and
22 math, who are also incredibly well organized.

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1 And I would think that even though you have
2 structural problems you want to discuss and solve, where the
3 chairman started about getting greater numbers of people
4 involved in the humanities should be a real rallying point.
5 And some of the campaigns of "Get the arts back into
6 education" just had such incredible pay-off.

7 So you need this joint rallying point, this flag
8 that you're all carrying forward together, and you really
9 need to be playing with the state school systems because your
10 colleagues are, in big, big ways.

11 MS. JONES: Social science as well as arts and --

12 MS. ELIZABETH YOUNG: The problem with that is it's
13 very hard to organized philosophers. The first thing they
14 want to do is sit down and decide whether they ought to be
15 organized or not. Then you've lost them all.

16 MS. WILLIAMS: But state councils can do that.

17 MR. CHEATHAM: The other real difficulty is the way
18 we're structured. We just recently changed our definition to
19 include -- I mean, now our humanities, we have to have 50
20 percent humanities scholars. Is that what we say? What do
21 we say? Humanists? Whatever word we use.

22 We just recently changed that definition to include

1 K through 12 teachers. There's a real -- I notice, I want to
2 show these. One of them points out what I've found a real
3 problem with the institutes. We have a teacher award
4 program, where we give six awards to K through 12 teachers
5 annually for humanities -- excellence in humanities teaching.

6 And I also get, however often, annually, I think,
7 the list of people in the State of Tennessee who have gone to
8 the institutes funded by the Endowment.

9 What you'll see later is that, and I'll just show
10 you this. I'll pass this out.

11 MS. MYERS: Yes, because we're coming to the end of
12 our first session.

13 MR. CHEATHAM: On the back page you'll see "NEH
14 participants in summer seminars, 1983 to 1990." The total
15 participants was like 35 plus 17, I think. That's all that
16 have participated. Tennessee would be less than most states.
17 It's the very last one.

18 This is Tennessee, in this period of seven years.
19 Thirty-five of those teachers were from private schools;
20 something like 17, or maybe that's 18, were from public
21 schools. Eighteen were from Baylor and McCallie, the two
22 richest public schools in the State of Tennessee -- private

1 schools in the State of Tennessee.

2 So as many people are going to NEH summer seminars
3 from the private schools of Baylor and McCallie as from the
4 public schools.

5 There's a reason for this. And we get it in the
6 teacher award program. You receive these awards. If they've
7 gone through your training -- that is, Ph.D. training, which
8 is where they are from Baylor and McCallie, they speak your
9 language. If they've gone through K through 12 education
10 training, they speak education language. And that sounds bad
11 to us. We don't like that language.

12 Somebody -- so every year, when we do our teacher
13 awards, we have to remind ourselves, because they're speaking
14 not your language doesn't mean they're stupid or doesn't mean
15 they're bad teachers. And that's something that the
16 humanities has to work out through the whole business.

17 We have a very hard time talking to the educational
18 establishment, and we really think we're better than they
19 are, K through 12 education establishment. And we've got to
20 solve that problem before we can go to the state and say,
21 "Clean up humanities education."

22 MS. ELIZABETH YOUNG: Do you typically have K

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1 through 12 people on the council?

2 MR. CHEATHAM: We have three. We're trying to do
3 it but it's slow. Our staff is all trained through the Ph.D.
4 programs. We're ignorant about K through 12 education.

5 MS. WATSON: Just to get clarity, is this summer
6 seminars and summer institutes, both of which are funded at
7 NEH, or just summer seminars?

8 MR. CHEATHAM: It's whatever comes out on that
9 list, that we get of all the teachers from our state. But
10 this happens through nobody's fault. How this happens, I can
11 tell you how it happens.

12 If you and I decide we want a summer seminar, we
13 apply to NEH and get the money to do the summer institute or
14 seminar or whatever it's called. We get the money, then we
15 pick the teachers, right? Isn't that correct?

16 MS. WATSON: Right.

17 MR. CHEATHAM: Well, we've never done this before.
18 We don't know the past. We read the applications. These
19 people talk our language. We pick the ones from the private
20 schools, because they speak our language. And we aren't told
21 by NEH, you have to do X number. We're told to pick the best
22 teachers.

1 Well, of course the best teachers speak our
2 language. Why wouldn't they?

3 MR. HERBERT: You know, actually there's another --
4 since I'm not responsible for seminars, I feel completely
5 free.

6 (Laughter.)

7 MR. HERBERT: If the fellowships people were here,
8 we'd hear about it.

9 There actually is another issue here we've
10 discovered, trying to do the same kind of analysis. I agree
11 with you, though I sort of prefer humanities to educationese
12 as a language. One ought to be bilingual in these methods.

13 MR. CHEATHAM: I've had to learn to be bilingual.

14 MR. HERBERT: But, you know, there is another issue
15 in this public-private thing, and that is curriculum. That
16 is to say, the typical move and what we get driven by is the
17 interest of the higher education person, who wants to offer
18 the seminar.

19 Well, right? But in fact, public school teachers
20 are driven, by and large -- pick your state; it's all
21 different -- driven by and large by the state curriculum
22 framework.

1 Well, it very often is the case that the topic
2 chosen for the seminar is utterly irrelevant to what that
3 teacher teaches.

4 Now, we may want to fix what that state requires
5 them to teach. In many cases, we certainly do want to do
6 that, or at least I do.

7 On the other hand, people are not going to choose
8 not to get a gas station job or a grocery store job over the
9 summer or whatever to go to an underfunded NEH summer program
10 if it has nothing at all to do with what they're going to do
11 in the next year.

12 So there is another dimension. I agree completely
13 with what you've said about languages, but there is this
14 other dimension, and that is that we are not aligned to,
15 because of our mechanism, to the needs of a large group of
16 teachers. And so the ones are captive of these frameworks.

17 So one of the questions is the relevance of our
18 work in education, at either level, to the needs of the
19 teachers as they're being driven, and the reciprocal of that
20 is how do we get them driven someplace else?

21 MS. MYERS: Yes, because if our overriding mission
22 is to serve the American people more broadly with the

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1 humanities, then we have to -- there's a lot of fixing to do
2 in between, you know, to get states motivated to understand
3 and commit themselves to a different kind of education.

4 MR. HERBERT: Yes. Just to make a point, some of
5 us around the table have been working in various ways on the
6 national standards in history. Well, humor does not occur in
7 the National Standards on U.S. history. It's not part of the
8 national standards.

9 MR. GIBSON: A Virginia seminar.

10 MR. HERBERT: So the trick is to figure out how to
11 make that topic serve the general purpose.

12 MR. CHEATHAM: Can I explain these, as long as I've
13 given them out?

14 MS. MYERS: Sure, and then just make a remark or
15 two.

16 MR. CHEATHAM: The reason for choosing '85 to '91
17 is my spread sheet would let me put in six years, and the
18 most recent one I had when I did this was '91, so that's the
19 only reason.

20 These are the states in population order and these
21 are what they get from every division except DSP, is the
22 first one. The second adds DSP, and what you see is that on

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1 the right, the smaller states go up. It has almost no effect
2 on the larger states in the scale, and that's what we already
3 knew. The formula is biased for the smaller states.

4 MS. ANN YOUNG: Robert, can you just help in an
5 illiterate fool over here?

6 MR. CHEATHAM: I'm having trouble reading it. The
7 first one, the California number, can you tell me where that
8 is?

9 MR. CHEATHAM: But you can see the specific number
10 a little bit better when it's broken down my state. This is
11 just to show you a quick graphic, that it looks randomly
12 inequitable, at first. And then, if you look at the other,
13 the third one over shows you D.C. is the first, and it's up
14 around \$65, \$66. The lowest is Florida, up around -- it's
15 under a dollar. So that's the range.

16 The jagged line represents the portion that is
17 state council money. So in the case of Virgin Islands, they
18 get almost nothing from NEH nationally, except through
19 states. So that's why that peaks up there. You can see it
20 even better on the next one. If you look at the next one,
21 which is a high-low graph, the bar represents the amount of
22 that money that comes from the Division of State Programs.

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1 See that?

2 So on the Virgin Islands, the second one, there's
3 this long bar. That's all the state programs. Vermont, the
4 third one, the bar is not nearly so long that represents
5 state programs, so they're getting all that other money from
6 the other divisions. Do you see that?

7 MS. MAY: What about D.C.'s bar?

8 MR. CHEATHAM: D.C. has no bar for state councils.
9 D.C. is off this chart. This chart goes up to \$18 and D.C.
10 is at \$66. D.C. is simply off the chart.

11 MS. MAY: In NEH grant funds for states?

12 MR. CHEATHAM: In this particular one. In this
13 one, if you leave D.C. in, it s distorts the rest of the
14 graph that you can't see everybody else in detail, because
15 D.C. gets much more than anybody else.

16 MR. HAMMER: We pay for it in other ways.

17 MR. CHEATHAM: The next ones are interesting. This
18 is a bubble chart. The bubble represents the size of the
19 state. So the object of the game here in these bubble graphs
20 is to get to the upper righthand corner, which means you're
21 getting a lot from the state.

22 The way it's set up, you go to the right if you're

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1 getting money from DSP. You go up if you're getting it from
2 the rest of the divisions.

3 MR. HAMMER: Are we supposed to just guess what
4 these gigantic ones are?

5 MR. CHEATHAM: Well, you see them as you go.
6 First, this shows you D.C. and Virgin Islands.

7 MR. GLADISH: The bubble test.

8 MR. CHEATHAM: The first one shows you basically
9 that everybody is basically, if you look at it this way,
10 everybody is together. They're basically clustered. The
11 real anomalies are the Virgin Islands, and if this were done
12 in '93 and '92 you'd add Guam and Northern Marianas, because
13 they're going to go way out on the state programs because
14 they just don't have that population. So they're going to go
15 way out of the chart that way, per person.

16 D.C., as we talked about, if off. But if you look
17 at everybody else, all you see is some of the smaller states
18 breaking away from the center there, the center being on
19 zero, basically.

20 You go to the next, and this excludes D.C. and
21 Virgin Islands, so you can see the explosion. You can see
22 Massachusetts and New York, though they're not getting a lot

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1 per capita from the Division of State Programs, like Alaska,
2 Wyoming, North Dakota and Vermont are, they're moving way up
3 in terms of money from the other divisions. Massachusetts is
4 around \$11 per capita, New York at around \$8.25 or so per
5 capita.

6 So you move next and you -- this goes from \$12.
7 You're still richer if you get money from NEH, from the other
8 divisions, than you are from the state. Because the scale
9 here is from \$12 from other divisions and \$6.50 from states.

10 The next one states \$6.50 and \$6.50. So you get
11 just as much money going up as you do across. Now you notice
12 that a good part of the East Coast is gone, of the Northeast
13 coast is gone. Maryland and Connecticut are still here, but
14 Massachusetts, New York, Rhode Island -- they're off the
15 chart now.

16 MS. MAY: Because they get more than --

17 MR. CHEATHAM: Because they get more than \$6.50,
18 right, or \$6.50 from the other.

19 Then you move to the next one and it goes to \$2.75,
20 and you can see how it's broken down. There are ways to
21 interpret this breakdown. I won't use my standard line.

22 The last one shows the ones that get \$1.50, no more

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1 than \$1.50 from each division. This is about a third of the
2 nation. And we've got other states long ago who were getting
3 \$6.50, have gone off the chart at \$6.50. These are the
4 states that get \$1.50 from each division during these three
5 years. And it's almost one-third of the nation, and
6 including the home of the President and Vice President of the
7 United States, and most of the South, for that matter.

8 Another way of looking -- because dollars per state
9 is not always a true way to talk about service. For example,
10 you could have a lot of the Massachusetts grants money could,
11 in fact, be serving all of New England. I don't know that,
12 but that's possible.

13 So another way to look is venues of NEH exhibits
14 per state. I just used five selected six-month periods based
15 on the ones I had, that I could find the books, because we
16 get these books about -- Tennessee is somewhat behind. It's
17 always behind Canada. The last time we were behind Pakistan
18 in venues.

19 MR. GLADISH: For NEH exhibits?

20 MR. CHEATHAM: For NEH exhibits, right.

21 MS. ANN YOUNG: Can I ask a question? What would
22 happen to the average per capita dollar if you divided \$177

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1 million into the population?

2 MR. CHEATHAM: I'll show a chart that gives you
3 some sense of that later on, per division.

4 MS. ANN YOUNG: No, I mean total. \$177 million and
5 you've got, what? We're talking about less than what you're
6 showing on this chart.

7 MR. CHEATHAM: You would be talking about less. This
8 is a six-year period. This is six years. These are the
9 states in population order according to the venues each
10 period, is shown in a different graph, different hatchmarks,
11 to show you that it can vary very much from period to period.
12 Some states don't have any.

13 The next one, I've just broken it down to show you
14 the states in venue-person-person order, and it goes from
15 Idaho, Guam, West Virginia, Utah, which have no exhibits
16 during this period of time, Indiana being the one which has
17 5.5 million people per venue, to D.C., which is somewhere in
18 the 50,000 or so per venue, or probably less than that.

19 MS. MAY: So you're saying this is the attendance?

20 MR. CHEATHAM: No, this is how many people in that
21 state per venue. So if you had five exhibits coming to your
22 state during that -- and it doesn't tell you the cost of

1 anything. For example --

2 MR. GLADISH: In Indiana, we have 5.5 million
3 people and --

4 MR. CHEATHAM: You had one exhibit. You had one
5 exhibit during this period. Tennessee probably had two.
6 Tennessee had two. But they can be -- there's no distinction
7 here between the King Tut exhibition and that wolf thing
8 that's going all over the West. If in fact, if the wolves
9 hadn't been, there wouldn't be anything in the West.

10 MR. GLADISH: Thank God for the wolves.

11 MR. CHEATHAM: The next I did, and this is very
12 difficult to do nationwide because this is extremely hard to
13 get this breakdown and do it for your state, the way the
14 information is presented to us. But this is analysis of
15 support to Tennessee. The rest of the time, I have not been
16 making distinctions between scholarship and public.

17 So I can understand, for example, that Tennessee
18 does not have the scholarly resources, say, of North
19 Carolina. I'm perfectly happy to admit that. I'm perfectly
20 happy to admit it does not have the scholarship resources of
21 Massachusetts.

22 So the fact that we're behind in the Research

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1 Division would not disturb me that much. It does start
2 disturbing me when we're behind in the Public Education
3 Divisions, because I think need needs to be a part of the
4 equation, and Tennessee needs the humanities at least as much
5 as the people in Massachusetts do.

6 So this breaks it down by division. The white bar
7 represents what would be the national per capita. So during
8 this period, the Division of State Programs, national per
9 capita would be 74 cents or something like that.

10 Tennessee would be getting 70 cents, so we would be
11 at 93.8 percent of the national. Notice we're behind the
12 national in everything, but I expect this. I'm used to this.

13 The interesting thing is the division we're second
14 best in is Research, where we're at 68.1 percent of national
15 per capital. That surprises me because that's where I think
16 we should be lower.

17 What concerns me is in Education, we're at 59.9; in
18 Public, we're at 41.5, though our educational institutional
19 and our public is as much in need as everybody else's.

20 Fellowships and seminars, we're at 48.4, challenge
21 40 percent. And preservation, clearly you do not want to
22 preserve Tennessee's cultural resources. Fifteen percent.

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1 MS. MYERS: We don't know how many applications
2 there are.

3 MR. CHEATHAM: What do you mean? By the number of
4 applications? Oh, I'm sure, I'm sure the reason we're higher
5 in Research is that everybody in Tennessee who qualifies for
6 a research grant from NEH knows you're up here, knows how to
7 apply, knows how to speak your language and knows how to get
8 the money.

9 The fact is, everybody who qualifies for Public
10 does not. And so it's not sufficient, it doesn't seem to me,
11 to say that you don't get the applications. The problem is
12 you're not educating Tennesseans.

13 MS. MYERS: Are you finished with this
14 presentation?

15 MR. CHEATHAM: I've got one more. The last one is
16 I took and tried to break it down, and this is subjective,
17 between the funds that go to Tennessee during this period
18 that are appropriated to Tennessee Humanities Council.
19 That's 33 percent of all NEH funds went to the Tennessee
20 Humanities Council. The national, I guess, would be 20
21 percent because that's the formula.

22 B are funds granted for state and local public

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1 education. That means those are projects that cannot be
2 conceived as national in any sense. They are for local,
3 state and local public education, and that's 19.7 percent.

4 Then there's C, the funds not categorized. Those
5 are ones I couldn't make a subjective judgment. I mean, if
6 you sit down and say, "Is this national or is this not?" I
7 couldn't decide, so I just put them in a category of not
8 categorized.

9 And D is funds granted in support of scholarship
10 and national public education.

11 The point being if you say that we should be doing
12 the local work and the national should be doing the national
13 work, then in Tennessee, we would have gotten 53 percent of
14 the money instead of 33. That's one.

15 MR. HAMMER: One thing about the preservation money
16 is that the great bulk of that for the fill-in goes to
17 research libraries, of which Vanderbilt is one of the ones
18 that gets it, but it does also mean that the more than half
19 million volumes that have been filmed are now available in
20 Tennessee that weren't.

21 MR. CHEATHAM: But there are other things that are
22 being preserved by preservation that are not simply those big

1 libraries, and I understand that, too.

2 MR. HAMMER: Like the newspaper programs.

3 MR. CHEATHAM: Well, not just the newspaper
4 programs.

5 MR. GLADISH: Sondra, can I ask just one question?

6 MS. MYERS: Robert, so what is your observation
7 about the implication of this for this discussion about
8 partnership?

9 MR. CHEATHAM: I would think that this is
10 indefensible. Page 1 is indefensible to Congress, I would
11 think. Congress has never seen this, but if I took this to
12 our congressional delegation, they would see it as
13 indefensible. They would say, "Why is Tennessee not getting
14 any of this money?"

15 We need to be able to defend them. If this is
16 defensible, we need an answer. If it's not defensible, we
17 need to solve it.

18 MR. ROBERTS: Well, it would be interesting also
19 to have you take some of those and do the national-local
20 picture for some of the states that are outrageously high.

21 MR. CHEATHAM: The problem with that is that I
22 could not do it.

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1 MR. ROBERTS: I'm not saying for you to do it, but
2 I think when you look at a Massachusetts and a New York, then
3 you're looking at places like WGBH, so if they get a lot of
4 money, does just Massachusetts benefit from that? No. If
5 you say that we benefit from a television program, then we
6 all do.

7 MR. CHEATHAM: No, I think you're right. I can't
8 do that because it requires you have to know your own soul.

9 MR. ROBERTS: And also, those institutions that are
10 in some of those states also tend to get bigger grants, I
11 mean, for the types of work that they're doing. The King Tut
12 exhibit, if that went through the Met, then who knows how
13 many million it was, and so it only goes to six sites, but
14 when it's in St. Louis, is it just benefitting Missouri?
15 Well, no, probably people are coming from 18 states away to
16 go see an exhibit like that.

17 MR. CHEATHAM: I understand that.

18 MS. MYERS: I'd like to -- Bill wants to say
19 something but before he does then I think we should -- we had
20 planned to wind up at 5:30 but we didn't, and that's fine.

21 First of all, we are going to be spending the rest
22 of the time together, too. But at 6:00, or as soon as you'd

1 like, you're welcome to go up to the cash bar. They have a
2 niche in the lounge for us. It's quite presentable. We're
3 not segregated. It's not --

4 MR. CHEATHAM: A lounge niche.

5 (Simultaneous conversation.)

6 MS. MYERS: And then dinner at 7:00 in a part of
7 the restaurant that's --

8 MR. CHEATHAM: A niche in the restaurant.

9 MS. MYERS: A niche in the restaurant. However, we
10 have Bill and we have serious issues on the table that refer,
11 again, not only to the partnership, to choose the very nature
12 and, shall I say, the scale of our organization, of our
13 Endowment, which, in itself, is perhaps the biggest problem,
14 that we're so small.

15 But we will continue and need to focus on the
16 partnership when we reconvene informally tonight and tomorrow
17 morning.

18 But Bill, would you like to have a last word?

19 MR. WILSON: Sure. It seems to me there are two
20 tones to debate. One is the question of equity. I certainly
21 am not prepared that per capita dollars is fairness. It
22 seems to me that's a discussion.

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1 The other is a political dimension. One of the
2 things Vermont has that probably we don't deserve is a
3 Superfund site. We have a Superfund site for the same reason
4 that we have the per capita value that we have in terms of
5 humanities, and there's a federal system which, in fact,
6 demands, by its very nature, something different than per
7 capita.

8 Obviously the question is, both in terms of
9 fairness and political equity, I'm sure the Vermont
10 delegation would like the numbers, but the other question is
11 what are the boundaries around fairness? That's a tough one,
12 it seems to me. And I think that's a fair discussion to
13 raise. And I guess in my own mind, since I'm more removed
14 from it now, in a sense, I don't know what numbers seem to
15 dictate fairness or not. But the observation is, I think,
16 interesting.

17 MR. CHEATHAM: Well, we're one of the states that I
18 should say that if it's all divided up per state or per
19 capita, we get the same amount of dollars, so it's one of
20 those.

21 MS. MYERS: So it's fair, in other words.

22 MR. CHEATHAM: Well, it just doesn't make any

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1 difference.

2 MR. MAY: One of the things I was going to say,
3 though, in terms of strengths and weaknesses, it's obvious
4 that the strength of state humanities councils is it gets the
5 Endowment to every nook and cranny of the country. That's a
6 strength.

7 MS. WATSON: The other strength is that you get the
8 funding every single year. It can be counted on.

9 MR. MAY: That's right, and it's consistent and
10 it's fair and there are some people, I contend, who would not
11 go to the National Endowment for the Humanities because it's
12 too frightening. Some people won't come to us because it's
13 too frightening. But they're going to come to us a lot
14 faster than --

15 MR. CHEATHAM: That's why you do packaged programs.

16 MS. MAY: Yes, right. And some people can't think
17 what the humanities are, and that's another reason why we
18 need packaged programs.

19 MR. GIBSON: That's a terrific point to end the
20 conversation on. I think one of the challenges Robert
21 indicated is that we need to do a better job of getting the
22 word out to people on how to make applications and that we're

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1 not that formidable and you can go to your state council, you
2 can go to the National Endowment for the Humanities and
3 you'll get a fair hearing.

4 What we need to do tomorrow is to try to figure out
5 how -- part of the challenge for tomorrow is to figure out how
6 we can get that word out and how we can build a partnership
7 in that way.

8 MS. WATSON: I think that there is a challenge,
9 though, to the National Endowment to give more consideration
10 to need and take on that as a question for ourselves, because
11 we operate on a principle of peer review and excellence, and
12 feel quite happy and satisfied when we have satisfied those
13 requirements.

14 And I believe that it is -- it would be well for us
15 to take into consideration needs in the humanities, as well
16 as needs for the humanities, when we think about what we
17 might do as we go about our strategic planning.

18 MR. CHEATHAM: I think part of that is because
19 you're using the -- in scholarship, need is not necessarily
20 something that's so readily identifiable.

21 MS. WATSON: I'm not sure that I agree with that.

22 MR. CHEATHAM: But in the public, it's got to be

1 there, in every decision that's made, I think.

2 MS. MAY: Well, one of the things -- I talked to
3 John about this, I just have to mention, and he agrees with
4 me. He calls it the Peter Gay syndrome. One of the things
5 I've observed in being on public panels, the Division of
6 Public Programs panels, is that if you're sitting in a room
7 and a proposal comes in from Johns Hopkins University -- I
8 don't mean to single Johns Hopkins but that's just happened
9 the last time I was there, then all these scholars that are
10 in your panel have been taught by these professors that are
11 at Johns Hopkins University, and they're all going, "Wow,
12 he's got a proposal in here? You know, it's got to be good."

13 Maybe we don't know the answer to this question and
14 maybe we don't know the answer to that question, but with
15 that proposal from South Carolina, when its questions are
16 raised and the teachers in South Carolina have not taught the
17 people at the table, those questions, which are always in a
18 proposal, if anybody's reviewed proposals, you know there are
19 always questions that are not answered. We don't trust the
20 professor in South Carolina because we didn't study under the
21 professor in South Carolina.

22 And there's something inherent in academic where a

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1 lot of people who are judging on these panels went to
2 Princeton and studied under Peter Gay or wherever, you know.
3 And so they're impressed by him and they trust him. And they
4 didn't go to the University of South Carolina or the
5 University of Oklahoma.

6 MR. ROBERTS: It happens if it comes from WNET,
7 WGBH, that means more. It comes from the Metropolitan Museum
8 or Chicago Art Museum.

9 MS. MAY: Right.

10 MR. CHEATHAM: That's a much longer discussion.
11 It's not quite that simple.

12 (Simultaneous conversation.)

13 MS. MYERS: Think partnership

14 (Whereupon, at 6:00 p.m., the meeting was
15 adjourned.)

16 * * * * *

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